DOCUMENT RESUME

ED 097 115 PS 007 477

TITLE The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 1. Final Report.
INSTITUTION National Planning Association, Washington, D.C.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE Sep 73
NOTE 241p.; For Volume 2 of this report, see PS 007 478

EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS Agency Role; *Child Care Workers; Child Development; Cost Effectiveness; Employment Opportunities; *Evaluation Criteria; Federal Programs; Information Systems; *Job Training; Labor Supply; Occupational Information; *Preschool Programs; *Program Evaluation; State Standards
IDENTIFIERS CDA; *Child Development Associate Program; Project Head Start

ABSTRACT

This report contains a partial summary of the findings and recommendations resulting from research of the Child Development Associate (CDA) Training Program performed by the National Planning Association (NPA). A brief overview of the following areas is presented: (1) demand and supply of trained personnel in child development programs; (2) issues and strategies related to utilization of CDS's in Head Start; (3) development of evaluation and information systems; (4) supportive role of related federal agencies; (5) analysis of existing state regulations related to the utilization of CDA's; and (6) development of methodology for the analysis of cost/effectiveness of the CDA programs. (Areas 1 and 3 are presented in detail.) The main thrust of the Area I investigation was to project to 1980 the potential demands for CDA's in preschool programs; discussed are the factors influencing the demand, potential users of CDA's, demand data taken from the literature, and other considerations. In the sections on evaluative systems, three evaluative tasks are presented which include the: (1) CDA Appraisal Guide; (2) CDA Pilot Project On-Site Evaluation Guide; and (3) CDA Pilot Project Information System. (Author/SDH)

ED 097115

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

Contract No. HEW-OS-73-8

THE CHILD DEVELOPMENT ASSOCIATE POLICY PLANNING AND PROGRAMMING: STRATEGIES AND ALTERNATIVES

[redacted]

National Planning Association

Washington, D.C.

September, 1973

PS 007477

The research reported herein was performed pursuant to a grant with the Office of Child Development, Office of the Secretary, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Child Development position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY
OFFICE OF CHILD DEVELOPMENT

NATIONAL PLANNING ASSOCIATION

1785 MASSACHUSETTS AVE., N.W., SUITE 105, WASHINGTON, D.C. 20036 (202) 265-7685

September, 1973

PREFACE

About a billion dollars a year are made available by the Federal government to child development programs through the Elementary and Secondary Education Act, through the Social Security Act, through the Head Start appropriation, and through numerous other pieces of legislation with children as the targets. State and local government and the private sector also spend additional billions on child care programs. The Office of Child Development (OCD) in the Department of Health, Education and Welfare has responsibility for some of these programs, such as Head Start, Home Start and other early childhood education services. This substantial allocation of resources led OCD to consider the need for upgrading the quality of preschool programs by enhancing the competence of individuals now working with children.

The launching of the Child Development Associate Program, an effort intended to upgrade and measure the skills of staff required for the education and development of groups of children in various preschool settings began in 1971. OCD desired technical assistance to consider the use of modern planning, programming and decision-making techniques in the new program. It commissioned the National Planning Association (NPA) to examine several vital issues involved in policy planning and programming for the Child Development Associate (CDA) and provide alternative strategies that would lead towards the achievement of the program goals and objectives.

Submitted herewith is a report entitled, "The Child Development Associate: Policy Planning and Programming." It sets forth the findings, conclusions and recommendations resulting from the research performed by the National Planning Association.

The Child Development Associate program funded 13 experimental training projects in various locations across the country. These pilot training projects, which include Head Start grantees, universities, community colleges and other institutions, have each designed special curricula and methods for training child care workers as the new CDA's. Prior to the establishment of these projects, the "CDA Competencies," set forth comprehensively the skills, abilities and personal capacities required of a CDA was developed by a Task Force of early childhood professionals and set as the training objectives of the training programs.

One of the tasks required that NPA develop an appraisal guide for the use of these experimental projects and provide these projects with guidelines that would help the projects assess the progress of their trainees towards the CDA competencies. Chapter III sets forth the appraisal guide developed by NPA. The Guide has been endorsed by the Child Development Associate Consortium (the Consortium has the primary responsibility for the final assessment and credentialing of the CDA's) and is now in use by the pilot training projects.

Another task required that NPA develop an information system for the CDA training programs. Innovative contributions set forth formats for program appraisals, for the students to appraise the teacher, as well as collecting other essential information about management, staff, students and other aspects of the program. The information system was cleared by the Office of Management and Budget and is now in use in the field. It is described in Chapter III.

A further assignment required identification of other Federal agency programs that could provide funding and other program support to the CDA program. Many highly relevant programs were identified that could provide support to the CDA program. However, effective work by OCD will be required to actually draw forth support for the CDA program from the other sources set forth in Chapter VI. This will require liaison and coordination with many agencies at the Federal, state and local level.

The research identified many significant policy, programming and other management issues for consideration by child development professionals and others concerned with improving the quality of child care. Sound planning and programming concepts need to be developed and applied to the management of child development programs to provide a basis for wise investment decisions, a natural consequence of the larger allocation of resources made to them. Programs have developed in an environment of multiple arrangements for the delivery of child care, multiple goals for the programs, multiple funding sources, and various pathways for the training of staff. The research found many areas where significant improvements in policy formation and in planning concepts and methodology are essential if allocation of public and private funds is to contribute to multiple objectives and goals in an optimum manner.

First, the evidence is substantial that thousands of personnel occupying professional-type classroom positions in child care have no formal credentials and are likely to be underqualified, and therefore require upgrading. Additional numbers of qualified personnel would be required due to growth of this service. Thousands more would be required to replace annual turnover in Head Start, private day care for three to five year olds, and for some other programs supported by public funds for this age group. There is potential demand for upwards of 10,000 CDA's a year between now and 1980. However, it still remains to be demonstrated that the credentialled CDA's represent the best available among occupational specialists and that they will be selected by child care management for these positions.

Second, there are now only 13 to 17 full-time training programs underway, designed to produce a few hundred CDA's on an experimental basis. Several hundred institutions would be required to train CDA's on a full- or part-time basis to fill the need if the potential demand for thousands became real. Policy decisions would be necessary upon time-phasing, funding training programs, and the rate of production of CDA's, and arrangements made for their placement when they finish training. NPA sets forth several illustrative alternatives and strategies to assist policy planners and decision-makers, based on conservative and optimistic assumptions that are made explicit in Chapter II of this report.

Third, the NPA finding of the need for thousands of qualified classroom professionals is based on a supply and demand study that required an examination of existing data collection systems and research reports, and that specifically precluded the gathering of new data by its terms of reference. NPA found overlaps, duplicate counts, significant data gaps and other serious deficiencies in current data gathering systems on the enrollment of children and on the supply of teachers and other staff for child care. The need for qualified teachers is so large,however, that for the short run of two to three years, HEW can make sound policy and planning decisions even with the poor data available. It is strongly recommended that HEW institute as early as possible a coordinated and integrated reporting system, at least for child care programs funded in whole or part with Federal funds, that will furnish valid and reliable data for decision-making. Since several billions of dollars are allocated by the nation to child care each year, it is essential that current deficiencies in the data be remedied so that allocation decisions may be made more wisely.

Fourth, NPA found that state and local qualification requirements varied widely for private day care for classroom professionals, and usually were set too low when compared to the qualification requirements for a CDA-type professional. The high potential demand for improving the quality of personnel in child care is based on an assumption that minimum qualification standards can be set or mandated for at least one professional in a classroom for Head Start, private day care, private kindergarten and private prekindergarten. OCD can mandate this requirement for utilization of CDA's in Head Start. To make this become a reality for the other categories of child care will require persuading the states and localities of the intrinsic worth of the CDA's, and having them agree to hire them. If OCD and the Consortium cannot persuade or require localities to hire credentialled CDA's for their child care programs, then the high potential demand will not materialize and the estimates should be reduced accordingly.

Fifth, the alternatives set forth by NPA are based on an assumption that it would be desirable to upgrade or replace underqualified teachers with CDA's by fiscal year 1980. Policy decisions are required if this time phasing is desired by HEW, or for a different strategy setting 1990, or some other time frame by which the desired action should be taken.

Sixth, adequate information for planning, decision-making and program evaluation is not now available. The deficiencies in supply and demand data have already been cited. Further, current data on state and local licensing and staff qualification requirements are seriously deficient. Such requirements change rapidly, due to both legislative and executive agency actions. Current data are essential so that sound program planning and actions to improve standards may be taken by Federal, state and local agencies and private institutions like the Child Development Associate Consortium and the Day Care Council of America. NPA therefore recommends that a system be established to collect and maintain this information on a current basis with the needs identified carefully for all primary users of the data.

The installation of modern automatic data processing systems is required to facilitate the collection and display of essential information for child development program managers. This is required for all phases of the management cycle. The chapter on cost/effectiveness applications also identifies data deficiencies. Identification of the necessary data inputs is crucial, otherwise the only improvement would be the rapid transmission of inadequate information.

Seventh, cost/effectiveness studies should be conducted to compare child development programs guided by the CDA approach, to that of other pathways to obtain quality programs and performance in the classroom. Programs managed by those obtaining B.A. degrees in early childhood education, or those acquiring two year associate degrees in child care, and others should be the subject matter of such comparisons. Desired behavior of children should be specified in a uniform manner as the outputs of the programs, so that the costs and results of the different programs can be measured. Chapter VII of this report is concerned with cost/effectiveness approaches, and discusses concepts, alternatives, methodology and some problems of application to the CDA program.

Finally, new credentialing policies must be established to assess whether the trainees have acquired the competencies and have the necessary personal capacities to be credentialled as CDA's. Chapter IV sets forth several strategies to help accomplish this purpose. The objective should be to establish a credential that meets national standards, and is recognized by all the states so that persons possessing the credentials may move from one state to another.

The conclusions and recommendations appearing in this report are those of NPA, and not necessarily those of OCD.

This report is respectfully submitted in the hope that it will contribute to the encouragement and better planning and programming of child development in the United States.

Arnold Katz
Project Director

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	i
PREFACE	iii

VOLUME I

	Page
Chapter I. Summary of Conclusions and Recommendations	I-1
Chapter II. Demand for and Supply of Child Development Associates	II-1
A. Introduction	II-1
B. Supply and Demand for Child Development Associates in Head Start	II-13
C. Possible Demand for Child Development Associates in Public Preprimary Educational Programs	II-24
D. Potential Demand for Child Development Associates in Other Child Day Care	II-44
E. Conclusions	II-68
Chapter III. Evaluation Tasks	
Task A. Child Development Associate Appraisal Guide	III-A-1
Task B. The Child Development Associate Pilot Project On-Site Evaluation Guide	III-B-1
Task C. The Child Development Associate Pilot Project Information System	III-C-1

VOLUME II

	Page
Chapter IV. State Involvement in CDA Credentialing: An Analysis of Preschool Personnel Requirements and Standards in Relation to the CDA	IV-1
A. Conclusions and Recommendations	IV-1
B. The Current Status of Day Care and Preschool Personnel Requirements	IV-17
C. Trends Relevant to State Support of Personnel Certification and Development	IV-59

Page

Chapter V. The Utilization of CDA's in Head Start: Some Issues and Strategies V-1

A. Supply and Demand for CDA's in Head Start V-1
B. Alternative Strategies V-9
C. Additional Issues V-30

Chapter VI. Relevant Federal Programs for Potential CDA Support VI-1

A. Introduction VI-1
B. Abstracts of Programs Showing Potential CDA Support VI-7
C. Program Guidance Material VI-38

Chapter VII. A Methodology for Cost-Effectiveness Analysis of the Child Development Associate Program VII-1

A. Introduction VII-1
B. Issues to be Treated VII-3
C. Specification of the Objectives VII-6
D. The Stages of Evaluation VII-14
E. Cost Analysis VII-27
F. Recommendation on Investment in CDA's VII-34

Appendices

A. Survey Questionnaire for the Survey of Texas Households with Children Less Than Six Years of Age

B. Questions on School Enrollment from October 1971 Current Population Survey Form

C. The Child Development Associate Pilot Project Information System

D. Memorandum to Jenny Klein from Ray Williams, Director, CDA Consortium Re CDA Consortium's Endorsement of the CDA Appraisal Guide

E. The Child Development Associate Competencies

ACKNOWLEDGEMENT

This study of the Child Development Associate Program as a new and viable occupational specialty was conducted under the overall supervision and direction of Arnold Kotz, Senior Policy Analyst with the National Planning Association. NPA used an inter-disciplinary team to perform the various tasks of the study. Members of the research staff included Rory Paredes Redondo, Ivars Zageris and Louis Fleming Basinger. Allen E. Thompson who is NPA's research analyst in Texas, provided the insights into the state's local conditions.

The following consultants provided valuable assistance on specific portions of the report: Laura Dittman, on the CDA Appraisal and the on-site evaluation guides, Ernst Stromsdorfer on the cost-effectiveness methodology, Melissa Tillman and James Harrell on state involvement in CDA, Susan Ginsberg on the on-site evaluation guide, Barbara Miller on the CDA appraisal guide, Sol Swerdloff and Harold Goldstein on the supply and demand analysis. Typing and editorial assistance were provided by Liz Horner and Mary Kay Berger.

The authors wish to thank Dr. Jenny W. Klein and Mr. Raymond C. Collins of the Office of Child Development, Office of Human Development, Department of Health, Education and Welfare, without whose close cooperation and valuable insights this study could not have been conducted and completed. Members of OCD staff should also be cited, namely, Juanita Dennis, Terry Lewis, Leslie Oberdorfer and Rita Weathersby for their useful comments and help during the conduct of the study.

Finally, NPA wishes to acknowledge the assistance generously provided by the following institutions, agencies, including respective members of their staff: The Bank Street College of Education, Jean Berman and the Appalachian Regional Commission, the Bureau of Labor Statistics, Bureau of the Census Information Center, the National Education Association, the Day Care and Child Development Council of America, the national and local Head Start personnel visited by NPA staff. NPA specially thanks Edna Hughes of the Office of Child Development, Dr. Tom Neal of the Education Commission of the States, and all the other agencies and individuals whose friendly cooperation enabled the gathering of information contained in this study.

Detailed reporting of NPA's findings, conclusions and recommendations is contained in two volumes submitted to OCD. This summary document is designed to highlight some of the most significant information. The conclusions and recommendations appearing in this report are those of NPA, and not necessarily those of OCD.

This report is respectfully submitted in the hope that it will contribute to the encouragement and better planning and programming of child development in the United States.

Arnold Kotz
Arnold Kotz
Project Director

NATIONAL PLANNING ASSOCIATION REPORT

THE CHILD DEVELOPMENT ASSOCIATE
POLICY PLANNING AND PROGRAMMING: STRATEGIES AND ALTERNATIVES

EXECUTIVE SUMMARY

INTRODUCTION

About a billion dollars a year are made available by the Federal Government to child development programs through the Elementary and Secondary Education Act, the Social Security Act, the Head Start appropriation, and other legislation with children as the targets. State and local governments and the private sector spend additional billions on child care programs. The Office of Child Development (OCD), Office of Human Development (OHD), in the Department of Health, Education and Welfare (HEW) has responsibility for some of these programs such as Head Start, Home Start and other demonstration and experimental early childhood programs.

At present, many individuals who bear primary responsibility for the development and education of young children in child care programs have insufficient preparation for the vital and complex task they have undertaken. The substantial allocation of resources and the constantly increasing need for quality child care services led the Office of Child Development to establish a nationwide program for the training, assessment and credentialing of the Child Development Associate (CDA), a new professional category. The CDA project is an effort to provide the nation with a supply of professional personnel who are competent to guide the growth and development of preschool children.

The key feature of the CDA concept is that, unlike the traditional approach to professional training, the credential of the Child Development

Associate will be based upon demonstrated competency to assume primary responsibility for a group of young children rather than solely upon courses taken, academic credits earned, or degrees awarded. Credits and degrees will have their place in training programs. However, the awarding of the CDA credential will be based upon careful evaluation of each candidate's demonstrated ability to work effectively with young children.

Much work in developing this new occupation speciality has already been accomplished. A task force of early childhood educators, representatives of other professions, and other persons concerned with children developed the initial statement of the competencies required for the CDA. In brief, these fall into six broad areas:

- Setting up a safe and healthy learning environment;
- Advancing physical and intellectual competence;
- Building positive self-concept and individual strength;
- Organizing and sustaining the positive functioning of children and adults in a group in a learning environment;
- Bringing about optimal coordination of home and center child rearing practices and expectations; and
- Carrying out supplementary responsibilities related to the children's programs.

Training programs have been designed to provide a coordinated set of experiences to help trainees acquire the required competencies. Central to the CDA training is a careful integration of academic preparation in child development and early childhood education with practical field experiences. At least half of each trainee's time is spent in the field under supervision of field staff, who provide regular feedback to trainees. This feedback is essential in promoting acquisition of CDA competencies.

Training programs are individualized and flexible. This permits variations in length of training time.

Thirteen pilot training projects have been funded by OCD. These training institutions comprise a broad mix of organizations such as universities, community and junior colleges, Head Start programs, private training organizations, and consortia of early childhood organizations, colleges and state and local government agencies. They include both urban and rural communities, different ethnic and racial groups, and bilingual-bicultural programs. In addition, approximately 300 colleges and universities across the country have become involved in CDA training through the Head Start Supplementary Training Program.

Responsibility for developing assessment and credentialing procedures has been given to the Child Development Associate Consortium. The CDA Consortium composed of representatives from national organizations, was established in 1972 as a private nonprofit corporation. OCD funds support the Consortium's developmental efforts. The Consortium expects to develop an assessment system by June, 1974. The Consortium will work with state licensing agencies to incorporate a national CDA credential into state certification requirements. It is expected that where there are no present state certification requirements for child care staff, the existence of the CDA system will raise standards. Where states have existing certification systems, the Consortium will work to integrate CDA procedures with existing procedures, possibly as an added option to the B.A. degree. [1]

---

[1] Office of Child Development, The CDA Program: The Child Development Associate. DHEW Publication No. (OCD) 73-1065. April 1973.

In developing various aspects of the CDA program, the OCD sought technical assistance from the National Planning Association (NPA). NPA was asked to examine several vital issues involved in policy planning and programming for the CDA and to suggest strategies that would lead toward achievement of the program goals and objectives. This document is a summary of the findings and recommendations resulting from the research performed by NPA in the following areas:

1. The demand for and supply of trained personnel in child development programs.
2. Issues and strategies related to the utilization of CDA's in Head Start.
3. The development of evaluative and information systems for the pilot training programs.
4. The role of other Federal Agencies in support of the CDA.
5. Analysis of existing state regulations as they relate to the utilization of CDA's in preschool programs.
6. The development of a methodology for analysis of cost/effectiveness of the CDA program.

I. SUPPLY AND DEMAND FOR CDA's IN PROGRAMS FOR CHILDREN

A central goal of the CDA project is to increase the supply of competent child care personnel. Accordingly, a basic requirement is to determine some basis for projecting the potential demand for this new professional category. To do so, OCD must have information on the factors which will affect the demand for child care services and relate these figures to the existing supply of adequately trained personnel. Demand for child care programs will affect the need for staff. A crucial issue for OCD concerns both the magnitude of demand and its character.

A. Current Demand for Services

In 1970 out of a total population of 10.7 million children ages 3 to 5, 4.9 million children (approximately 46 percent) were enrolled in some form of public or private preprimary* program. The data indicate that about 54 percent of children aged 3-5 were not being served by any child care program. However, not all parents of those children not enrolled in programs would elect to use such services even if resources existed. An appropriate problem thus becomes how to discriminate between overall demand and effective demand, the latter being defined as the number of children who would be expected to be actually placed in a child care facility at a particular time and place.

Effective demand also needs to be determined in terms of those children who would be placed in a child care facility for a portion of a day, those requiring all day services, and those requiring residential type services. The issue of effective demand is closely related to that of the number, capacity and character of the facilities used.

---

* See definitions at the end of the Executive Summary.

Child care services are provided through a variety of programs such as: nursery school, day care, Head Start, or kindergarten. Such services may be private or public, profit or non-profit, and serve special groups or the general population. Programs for young children are housed in schools, churches, homes, hospitals, industrial plants, or other settings. Child care services range from mere custodial care to the provision for a full developmental program.

The nature of the services provided affects the value derived by the children. A recent survey of 90 cities found that only a small percentage of the children whose mothers are employed receive care that includes educational, nutritional and health services, the essential components of quality care. Of centers visited during the study, only about 25 percent provided such care. 1/

1/ Keyserling, Mary D. Windows on Day Care. National Council of Jewish Women, 1972.

B. Projected demand for services

NPA projects an increase in demand for child care services during the next several years.

It is estimated that there will be an increase of 12 percent in the 3 to 5 year old population by 1980, reaching a total of approximately 11,940,000 (Table I-1). Complete data on these figures are contained in Volume I of the full report.

In addition to this anticipated increase in the preschool population, an increase in the percentage of children enrolled in child care programs is also expected. NPA estimated conservatively that by 1980 about 6,165,000, or about 52 percent of the nations three to five year old children will be participating in formal group child care services.

TABLE I-1

PROJECTED NUMBER OF CHILDREN AGED 3 TO 5 ENROLLED IN SPECIFIED EARLY CHILDHOOD PROGRAMS, BY PROGRAM: U.S. 1970, 1975, 1980
(In Thousands)

	1970	1975	1980	Percent Change from 1970 to 1980
Total Number of Children in U.S. Ages 3-5	10,680	10,778	11,940	12%
Total Enrolled in A, B, AND C[1]	1,901	2,190	2,510	32%
A. Private Prekindergarten	762	840	974	28%
B. Private Kindergarten	512	540	597	17%
C. Day Care Centers	627	810	939	50%

[1] Unknown portions of Head Start enrollees are included in the totals of rows A, B, and C. This is a consolidated table of the specified individual program tables, incorporating only the conservative projections of enrolles. Overlapping in the data is a strong possibility.

National Planning Association
September, 1973

This projected increase in the percentage of children enrolled in child care programs rests on several documented social and political factors. The proportion of mothers in the labor force has been steadily growing and will continue to do so. In 1969, 37 percent of mothers having children 3 to 5 years of age were in the labor force. By 1980 the percentage is expected to increase to 43 percent. This growth can be attributed to a combination of forces such as: the changing roles of women, more educated and technically trained women, economic necessity for women to work and the increasing social acceptability of women in the labor force. Some women now see publicly supported day care as necessary to the equality of the sexes. There is also a growing demand for child care and early childhood education as a means toward equalization of opportunity for minorities and low-income families. The rapid rise in the welfare rolls since the mid-1960's has led to efforts to encourage welfare mothers to take jobs and become self supporting. The Work Incentive Program (WIN) has intensified its stress on providing child care services for welfare mothers, realizing that lack of adequate arrangements is an important impediment to employment for many mothers. And, finally, educators have become increasingly concerned about the importance of early childhood education and the influence of early learning experiences on a child's later development.

C. Current and Projected Demand for Trained Staff

NPA projects an increased demand for trained child care personnel as a result of: increases in actual numbers and the percentage of children enrolled in child care programs, replacement of staff due to normal turnover, and the large number of under-qualified staff currently providing child care.

In order to meet this increased demand for staff, early childhood programs could absorb approximately 13,000 CDA's per year from 1974 to 1980 (Table I-2).

In fact, if one assumes, without conceding, that there would be an effective demand by 1980 for child care for 3,000,000 additional preschool children over the number now accommodated, the projected demand for CDAs become even greater. At a ratio of 1 to 20 this could require 150,000 additional teachers. At a ratio of 1 to 15, about 200,000 teachers would be required. The mix between teachers with B.A. degrees, credentialled CDA's and professionals prepared through other pathways needs to be determined. The determination of the effective demand for CDA's required the conduct of a comprehensive study of sources of supply and the character of qualifications. NPA found that even without the dramatic increase of enrollment as postulated above, there exists a potential demand for thousands of newly trained CDA's for each year up to 1980 and beyond. This assumes the merits of the CDA will be demonstrated and that the state and local jurisdictions will hire them in great numbers.

Replacement of loses due to normal turnover of staff could provide many opportunities for placement of CDA's. Turnover rate for Head Start teachers is approximately 15% annually. 1/

1/ Retrospective Study of Employee Mobility in Head Start Programs, Booze-Allen and Hamilton, prepared for Office of Child Development, May 18, 1973.

TABLE I-2

POTENTIAL DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN SPECIFIED EARLY CHILDHOOD PROGRAMS FOR CHILDREN AGED 3 TO 5, BY PROGRAM: U.S. 1974, 1977, 1980
(In Thousands)

	1974	1977	1980	Average Yearly Potential Demand For CDA's from 1974-1980
Total Demand for CDA's in Programs A, B, and C. 1/	14.0	15.0	11.0	13.3
A. Private Prekindergarten	6.0	7.0	6.0	6.1
B. Private Kindergarten	2.0	3.0	2.0	2.0
C. Day Care Centers	6.0	5.0	3.0	5.1
Head Start Program: Full-Year (Summer not included)	0.6	2.8	2.4	2.1

1/ Unknown portions of potential Head Start CDA marginal demand are included in the totals of rows A, B, and C. This is a consolidated table of the specified individual program tables, incorporating only the conservative projections of the teachers. Overlapping in the data is a strong possibility. Public school requirements for CDA's are excluded from this table.

National Planning Association
September, 1973

NPA assumes the same rate for all categories within the Head Start teaching staff that is, the turnover rate would be the same for qualified teachers and for those who are under-qualified or would not meet CDA qualification requirements. If one projects replacement of only the non-degreed staff in Head Start with CDA's, this turnover rate alone would require 1300 CDA's annually. No information on the turnover rate for private preprimary programs could be located. A highly conservative estimate would place the rate at 8 percent, which is the staff turnover rate for elementary schools. Very likely it is higher than the turnover rate for Head Start. It is clear that each year a substantial number of positions become available through this process.

Upgrading the quality of Head Start personnel relates directly to the major purpose of the CDA program, i.e., to increase the availability of persons qualified to work directly with young children. A substantial number of those currently occupying professional positions were found to be underqualified when compared to the qualification requirements which are represented by a bachelor's degree (B.A.) in Early Childhood Education or Child Development, or when compared to the possession of the CDA-type competencies. For Head Start programs alone, about 9,000 teachers lack formal credentials and are likely to be in need of training in the CDA competencies. No information was found on the qualifications of private preprimary teachers, although the situation is certainly no better than Head Start. For illustrative purposes, half of the teaching staff of private programs was assumed to need upgrading. When private kindergarten, prekindergarten and day care requirements are added, the demand for upgrading or hiring of many thousands of competent professionals each year is clear if quality care is to be provided for children.

D. Need for Adequate Data

Data on enrollments and staffing in early childhood programs are now obtained through several diverse systems. NPA found serious deficiencies in the data, such as gaps, duplication and ambiguities as to what is included in the statistics which are available. Frequently, estimated capacity was used instead of actual enrollments, for example, which could significantly over-state the number of children actually being served. Coordinated, integrated and realiable data collection systems for early childhood programs are not now in existence. Thus, before a dynamic reliable demand/supply model for CDA's (which would also take into account all of the factors affecting the demand for services) can be developed, the data deficiencies should be eliminated. The projections presented in this report are sufficiently reliable for the short term planning and programming needs of OCD for the next two or three years.

An automatic data system should be designed and installed that will produce accurate and reliable data about these programs in a timely and coordinated manner for use by program planners and decision-makers at Federal, state, local and private management levels. The system undoubtedly will take some time to set up. In the meantime, and to supplement it when it is established, OCD should conduct annual or biennial surveys of child care through the current population survey of the Bureau of the Census or by other periodic surveys. Specific suggestions for implementing this suggestion are given in the full report to OCD.

E. Additional Considerations

The potential demand for CDA's identified by NPA rests on several major premises. First, it is assumed that the CDA program will prove successful and that child care delivery systems will hire CDA's in substantial numbers. Second, that training programs will be established to produce thousands of CDA's annually to meet the demand. Third, that although the data on which the projections were made are deficient, the potential demand to upgrade staff or replace underqualified personnel with professionally competent staff is extremely large. Therefore, HEW has breathing time of two to three years in which sound planning can take place while an accurate, coordinated, reliable and useful data collection system is established.

CDA training programs are not designed to compete with B.A. degree programs. A mutuality of purpose should emerge as the CDA concept becomes established. Some CDA's may well have or be working toward a B.A. degree, and some B.A.'s may need to acquire the CDA competencies. CDA's will be child care specialists working with and responsible for groups of preschool children. However, they will not have the direct responsibilities for the extended activities of the total program. Many aspects of programs for young children are beyond the scope of CDA competencies and may well require additional skills and knowledge.

In considering the relationship of B.A. degrees to CDA training it is important that B.A. degree programs in Early Childhood Education and/or Child Development be distinguished from other B.A. degree programs which do not include adequate training relevant to providing developmental care for young children. In addition to training for non-degreed child care staff, CDA training is also applicable for teachers whose employment and/or certification has not required specific training in Early Childhood Education or Child Development, but who would like to acquire the competencies to work with young children. The CDA program will provide a means for supplementing the training of (or retraining) such individuals.

II. UTILIZATION OF CDA's IN HEAD START: SOME ISSUES AND STRATEGIES

Head Start is a vital program which offers developmental child care to over 300,000 children between the ages of 3 and 5. (This includes approximately 85,000 summer enrollees), There are currently 20,000 full year Head Start classes, staffed by 22,000 teachers and 25,000 teacher aides. As such, a study of the need for and projected utilization of CDA's in Head Start programs can become a useful probe into one of the major subsystems of the larger child care picture. Accordingly, NPA undertook to look at the supply and demand within Head Start and to propose some strategies for the utilization and training of the CDA specialist. The latter portion of this task was revised in the light of the partial conversion of Head Start Supplementary Training (HSST) to the CDA competency concept which was begun in Fall 1973. HSST is a career development and training program providing college credits and degrees. Over 9,000 Head Start staff are participating in this program in roughly 300 colleges, universities, and community colleges. Over 5,000 of these trainees are now participating in HSST programs converting to CDA competency-based training focused on child development and early childhood education.

Chapter V Volume II of the final report sets forth the details of findings, conclusions and recommendations on utilization of CDA's in Head Start. Approximately 9,000 staff members carrying out professional roles in Head Start classrooms have no formal credential and are likely to be underqualified for their positions, lacking the skills required by the CDA competencies. OCD has set forth requirements, beginning in 1973, that a substantial portion of Head Start Supplementary Training funds be spent on the upgrading of Head Start employees by training them in the CDA competencies. In view of the large number of staff personnel involved, OCD should set forth time-phased program plans for the number of CDA's who should be trained each year, the institutions that would be involved, the number of trainees who should complete training programs and should credentialled as CDA's, and the source of funds for the program. Policy decisions should be made as to whether all underqualified personnel carrying out professional spaces should be upgraded to CDA's by 1980 or some other time frame.

As they are now written, the Head Start Program Performance Standards (OCD Notice N-30-364-1) make explicit the quality of input resources and processes required of each program. They make explicit the belief that the staff is the key element in creating a quality program. However, local conditions may introduce some differences in the interpretation of the qualifications as now stated. In some local programs, formal degrees in child development or early childhood education are stated as requirements. Teacher certification may also be a requirement for Head Start teachers in programs operated by public school systems when they adhere to requirements set by state of educational agencies. The extent of this trend should be explored to determine how strong are the barriers to hiring CDA's who do not possess degrees or who cannot meet experience requirements which may be set as additional staffing qualifications in local areas.

NPA recommends that OCD add to its current Performance Standards staff qualification requirements in accordance with the CDA program. OCD should assume the role of providing support and technical assistance to local programs in orientation to the CDA concepts as they would affect recruitment, selection, assignment, training and upgrading staff, as well as expected performance. Within this context, the local programs will also need help in dealing with staffing and training costs (merit pay increases, training costs, fringe benefits, and other miscellaneous expenses) which will have to be incurred if the local programs implement the changes envisioned in the CDA program.

With respect to career development, it is recommended that OCD conduct training programs or develop reference materials for regional and local program personnel to reorient them towards CDA as a major training channel on career development efforts. Couching the CDA program in career development terms helps to conserve previous gains achieved by Head Start programs in career development and at the same time leaves the initiative to the local Head Start programs as to how to establish staffing standards that consider local area conditions and needs. Continuing awareness must be given to the problems and barriers to career development and the recognition of the need to assist local Head Start programs in working with agencies and institutions in their areas (state agencies, colleges, universities and professional associations) for opening movement in child care careers.

In the future, efforts may be made to expand the CDA into related areas. Competency based concepts may be expanded into work with handicapped children, health, nutrition and social welfare services, for example. If training were made available to child care staff members in these related services in Head Start, lateral staff mobility could be widened.

III. THE DEVELOPMENT OF INFORMATION AND EVALUATIVE SYSTEMS FOR THE PILOT TRAINING PROGRAMS

NPA developed information and evaluations systems for use by OCD, management, staff, trainees and others concerned with the CDA program. The forms and methodologies which were developed are presented in Chapter III, Volume I of the full report.

A. CDA Training Information System

OCD needs to be able to evaluate the programs and experiences of the pilot training programs for possible replication of the best programs or program components. NPA designed an information system to enable each of the presently funded (13) programs to share its experience with OCD. The information system will also serve for internal management purposes of pilot projects. A similar system developed by NPA is being used by the Texas CDA programs funded by the Office of Early Childhood Development in the State of Texas.

The Pilot Project Information System is comprised of a number of forms designed to elicit information in a quarterly summary report. They include personal record forms for each trainee, an assessment of the Project by the trainee, information on the progress of each CDA training project in terms of costs, characteristics of trainees, selection criteria, analysis of drop-outs, and job placement of those who receive credentials. Data received from the pilot projects through the information system should be analyzed and summarized in terms of progress, status, accomplishments and deficiencies. Reports should be made available to on-site evaluation teams and promptly furnished as feedback to pilot project managers.

B. CDA Appraisal Guide

The CDA Appraisal Guide was developed to assist training programs in designing methods and instruments for entry into training programs and on-going appraisals of trainees. The Appraisal Guide was designed for use in placement, individualizing of training, planning, and determining completion of training. Final assessment systems for credentialing CDA's are being developed by the CDA Consortium.

The CDA Appraisal Guide can be used by the experimental training programs, Head Start Supplemental Training, and other early childhood teacher training programs. It can also be used by individuals who wish to relate their own backgrounds, needs and aspirations to the CDA competencies and personal capacities as a basis for determination of training needs, and for assessing their own progress during training.

IV. EXISTING STATE REGULATIONS FOR PERSONNEL IN CHILD CARE PROGRAMS AS THEY RELATE TO THE CREDENTIALS OF THE CDA

NPA examined source material on state regulations relating to personnel in child care programs. OCD did not authorize a new data collection effort. Data were obtained from surveys of state day care licensing and teacher certification requirements conducted by the Consulting Services Corporation (CONSERCO), the Office of Economic Opportunity (OE), and the National Education Association (NEA).

A. Licensing Regulations

At the present time, most states have developed some licensing procedures which regulate child care programs in terms of physical standards, zoning, safety, health, and number of adults required. Although early childhood education and child care are receiving increasing attention from educators, legislators and the general public, very few states had meaningful criteria for classroom personnel and none had standards similar to the CDA competencies. Currently, licensing as a monitoring process generally does not focus upon staff. Agencies concerned with early childhood programs frequently operate independently of each other. The differences and lack of coordination have been in existence for a long time. The licensing agencies, for example, maintain only sporadic relations with education agencies and the early child development offices in most states.

B. Regulations for Staffing

An examination of state staffing standards indicates that they differ substantially in their content and requirements for different types of programs. These standards are constantly revised, are open to different interpretations and are difficult to aggregate into uniform nationwide summaries. Only incomplete and partial data coverage is available in one-time surveys that soon become obsolete. In general, most states either have no standards for staffing child care programs or they attempt to apply similar standards to those for teacher certification. Under teacher certification standards, there is strong emphasis on the B.A. degree as the requirement for teaching in public nursery and public kindergarten programs. All but one state require certification based on a B. A. degree for kindergarten teachers. Nineteen states require a B.A. for the certification of public school nursery teachers. Individuals with elementary school certificates can easily move into available preschool positions where the elementary certificate is the standard requirement or accepted as an alternate certificate, yet these persons may not have the necessary training and experience in early childhood education nor possess the skills required by the CDA competencies. Some state licensing and staffing regulations do contain barriers to the CDA which should be overcome.

C. State Involvement: Recommendations

NPA recommends that if quality preschool programs are to be staffed by well-trained personnel capable of meeting staffing requirements similar to the CDA competencies, it will be necessary to implement changes in staffing requirements and upgrade staff who are underqualified, through competency-based training or other acceptable training pathways.

NPA developed several alternatives for state's involvement in the assessment and credentialing of the CDA and the manner in which conditions useful to each state could be aptly considered in encouraging state acceptance of the CDA. NPA suggests that the CDA Consortium continues to have the nationwide responsibility for developing the criteria for assessing acquisition of the competencies by the CDA candidates. It would also issue the credential to qualified CDA's, negotiate acceptance of a CDA credential by the states, including reciprocity of recognition by one state of CDA's trained in another state. The CDA Consortium already sees its role to develop the assessment criteria and procedures and negotiate acceptance by the states with OCD assistance and support.

D. Need for up-to-date Information

OCD should establish a regular on-going data information collection system which could adapt the information to the planning needs of OCD,the CDA Consortium and other agencies. Up-to-date information will help identify issues affecting the CDA credential, foresee the changes occurring in the state regulations and standards and identify state activities that will help encourage state acceptance of the CDA's. Some of the types of information that should be gathered are the contents of the staffing regulations and their emphasis upon early childhood development and competency-based training. This information system could be established in several ways. Detailed description of the alternatives are presented in the report, in Chapter IV, Volume II. Lastly, OCD should encourage states to build viable information systems on their staffing standards, policies and requirements affecting staff training, certification, and credentialing. This information should be related to the national system for data collection previously discussed.

V. ROLE OF OTHER FEDERAL AGENCIES IN THE SUPPORT OF CDA

NPA found numerous programs concerned with child care that have potential for making funds and other program support available for implementation of the CDA program. The Manpower Development and Training Act, Vocational Education Act, The Elementary and Secondary Education Act and other similar types of legislation could support CDA training. In Chapter VI, Volume II of the final report, NPA describes the programs, their budgets for fiscal years 1973 and 1974, as well as contact persons and telephone numbers. Program guidance material was furnished to OCD separately from the report.

It will be necessary for OCD to do a significant amount of liaison and development work in order to draw upon the funds of other government agencies for support and funding for the CDA program.

NPA suggest that OCD assign an individual to followup with other Federal agencies to tap additional financial and other program support for the CDA project. The assignment should include development of specific plans for implementation of agreements reached including arrangements at state and local levels. Only systematic and sustained efforts by OCD will result in effective utilization of the identified sources.

OCD is also exploring the possible need for new child development personnel training legislation that would include a specific focus and adequate funding for CDA training.

VI. DEVELOPMENT OF METHODOLOGY FOR ANALYSIS OF COST/EFFECTIVENESS OF THE CDA PROGRAM.

The experimental pilot training projects were only recently funded, and have been in operation a short time. NPA, therefore, could not perform an effectiveness/cost study for them. The task did require that NPA set forth the basic concepts, alternatives, methodology and problems associated with application of effectiveness/cost studies for preschool child care programs. A framework for the effectiveness/cost evaluation of early childhood education is accordingly set forth in Chapter VII.

A. Determination of What is To Be Measured

Benefit/cost analyses are usually concerned with measurement of both benefits and costs in monetary terms. This would require measurement of the portion of the future earning streams of children that could be attributed to their having participated in child development programs at ages 3 through 5. Even if the assessment could be performed, HEW would have to wait about 30 or more years before the earnings stream materialized. Further, the state of the art is not that well developed to permit the measurement of the contribution that early childhood education would make to the total earnings of an adult.

Costs should then be related to measures of the effectiveness of early childhood programs. This will require specification of the outputs desired in some form of measurable terms. Since multiple objectives are pursued by these programs, it is anticipated that multiple outputs will be required for the analysis. These outputs will then be expressed in nonmonetary form. The measurements should be translatable into quantitative form. The final outputs must be directly relevant to the objectives or goals, and progress towards their achievement must be measurable.

B. Types of Comparisons possible and Recommendations

The cost/effectiveness approach will help to identify the alternative that yields a specified degree of effectiveness for the least cost, or the greatest effectiveness for a given cost. Several different types of comparisons are possible. Chapter VII, Volume II sets forth in a logical sequence the conceptual and methodological problems related to undertaking such studies.

OCD should specify what type of cost/effectiveness study it desires to make as soon as possible. Uniform accounting and reporting systems should then be established to collect the required data. Outputs should be made explicit and criteria for measuring progress toward their attainment should be developed by OCD, the CDA Consortium and managers of the training program concerned in the studies. Oucside consultants should be commissioned to provide technical assistance for the studies.

VII. GENERAL CONCLUSIONS

The research identified many significant policy, programming and other management issues for consideration by early education and child development professionals and others concerned with improving the quality of child care. Programs have developed in an environment of multiple arrangements for the delivery of child care, multiple goals for the programs, multiple funding sources, and various pathways for the training of staff. The research found many areas where improvements in policy formation, planning concepts and methodology are essential if allocation of public and private funds is to contribute to multiple objectives and goals in an optimum manner.

NPA projects a potential demand for approximately 13,000 CDA's a year between now and 1980. Thousands of personnel occupying professional positions in child care are lacking formal credentials and are likely to be underqualified. Additional numbers of qualified personnel will be required due to anticipated increases in numbers of children in preschool child care programs to replace losses due to annual turnover in Head Start and other programs.

State and local requirements vary widely for classroom staff and usually do not require qualifications comparable to CDA competencies. The high potential demand for improving the quality of personnel in child care is based on an assumption that minimum qualification standards such as CDA competencies can be set and mandated for at least one professional in a classroom for Head Start, private day care, private kindergarten and private prekindergarten. OCD can mandate this requirement for utilization of CDA's Head Start. To make this become a reality for the other categories of child care will require persuading the states and localities of the intrinsic worth of the CDA's. If OCD and the Consortium cannot persuade or require localities to hire credentialed CDA's for their child care programs, the high potential demand will not materialize and the estimates should be reduced accordingly.

DEFINITIONS

In developing this report, NPA found it necessary to adopt a standard terminology for various key concepts. Since many of these terms are in general usage with somewhat broader meanings, a few of these words are defined here as they are used in this document.

Certification - process of granting a certificate or a document to an individual indicating that he has met the requirements specified by an authoritative body, such as a state, for a specific position. The teacher's certificate authorizes the individual to teach in the state's public school system or other licensed educational settings.

Credentialing - process by which an authoritative body grants a certificate or credential to an individual indicating that the holder is qualified to perform a given role, duty, or responsibility. In this case, the CDA credential will be granted to individuals who are able to demonstrate the competencies required of a Child Development Associate.

Early childhood education - programs designed to advance the development of children from birth to age 8. As a rule, however, the term is reserved for children between the ages of 3 and 5.

Kindergarten - classes for children the year before they go to first grade in a school; also refers to the age group and level before first grade. Usually, for 5 year old children or those who will become 5 during the year.

Pre-Kindergarten - programs for children before entrance to kindergarten. Usually, however, for the single year preceding entrance, that is, for 4 year olds.

Preschool - programs designed for children who are not yet in elementary school, which may or may not include kindergarten. In actual practice, preschool is used to refer to programs for, or the age group, 3 to 5.

Preprimary - educational experiences designed for children below kindergarten age. In some instances, it may also include kindergarten children.

In actual practice, the terms pre-kindergarten, preschool and preprimary probably refer to programs for roughly the same age group. Preschool is possibly the more inclusive term, including children from 3 to 5 years of age.

Sources: Consultation with Dr. Lilian Katz, Director, ERIC Clearinghouse on Early Childhood Education, University of Illinois. Dr. Katz cited her study "Staffing Preschools, Background Information" Katz and Weir, ERIC, 1970. National Center for Educational Statistics, Preprimary Enrollment, 1971; and T. M. Stinnett and G. E. Pershing, A Manual on Requirements for School Personnel in the United States, National Education Association, 1970.

NATIONAL PLANNING ASSOCIATION

1785 MASSACHUSETTS AVE., N.W., SUITE 105, WASHINGTON, D.C. 20036 (202) 265-7685

September, 1973

CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

DEMAND FOR AND SUPPLY OF CHILD DEVELOPMENT ASSOCIATES

Submitted as partial fulfillment of the contract to provide planning and technical assistance to the CDA program.

Prepared by:

Arnold Kotz, Project Director
Ivars Zageris, Program Analyst

TABLE OF CONTENTS

Page

A. Introduction II-1

Factors Affecting Demand for Child Care II-1
Population of Children II-3
Working Mothers II-5
Some Data on Government Expenditures on Child Care II-11

B. Supply and Demand for Child Development Associates in Head Start II-13

Program Planning Considerations II-13
Projections II-18
Time Phasing of CDA Training -- Ilustrative Example, Full Year II-19
Time Phasing, Head Start Summer Program II-22
Total Requirements under Assumptions II-23
Conclusions II-23

C. Possible Demand for Child Development Associates in Public Preprimary Educational Programs II-24

Introduction II-24
Public Preprimary Educational Program Data II-25
Public Preprimary Enrollment: 1964-1971 II-29
Public Preprimary Enrollment Projections: 1972-1980 II-32
Public Preprimary Teaching Staff Projections: 1974-1980 II-35
Demand for CDA's in Public Preprimary Educational Programs: 1974-1980 II-38

D. Potential Demand for Child Development Associates in Other Child Day Care II-44

Other Child Care Data II-47
Private Preprimary Enrollment: 1964-1971 II-51
Private Preprimary Enrollment Projections: 1972-1980 II-53
Private Preprimary Teaching Staff Projections: 1974-1980 II-55
Day Care Center and Family Day Care Home Enrollemnts: 1965-1980 II-57
Projected Number of Staff Needed in Day Care Centers and Family Day Care Homes: 1974-1980 II-60
Potential Demand for CDA's in Other Child Care Programs II-62

E. Conclusions II-68

A. INTRODUCTION

The main thrust of this report is to set forth the potential demand for Child Development Associates (CDA's), a new occupational specialty of professional child care workers who would have the ability to guide the growth and development of preschool children aged 3, 4, and 5 in a variety of settings. In achieving this objective, the present and future demand for and supply of child care services had to be considered.

Factors Affecting Demand for Child Care

Although public concern for child care and early childhood education is not a new phenomenon in American society, within the last ten years public consciousness of the need for child care and early childhood education has burgeoned in an unprecedented manner. Pressures on the federal government to increase the funding for, and the amount of, child care have rapidly mounted.

During the last decade, several concurrent developments have been instrumental in increasing dramatically public support for child care and early childhood education. First, in recent years the proportion of mothers in the labor force has been steadily growing and will continue to grow. In 1969, 37 percent of mothers having children 3 to 5 years of age were in the labor force. By 1980, the percentage is expected to increase to 43 percent (see Table 2, page II-6). This growth can be attributed to a combination of forces: a) the changing roles of women; b) more educated and technically trained women; c) economic necessity for women to work; and d) the increasing social acceptability of women in the labor force.

Second, some women now see publicly supported day care as necessary to the equality of the sexes. Three, there is also a growing demand for child care and early childhood education as a means toward equalization of opportunity for minorities and the poor. Four, the rapid rise in the welfare rolls since the mid-1960's has led to efforts to encourage welfare mothers to take jobs and become self supporting. The Work Incentive Program (WIN) has intensified its stress on providing welfare mothers with child care services, realizing that lack of adequate arrangements is an important impediment to employment for many mothers. And finally, educators have become increasingly concerned about the importance of early childhood education and the possible influence of early learning experiences on a child's later development.

The above are some of the forces responsible for bringing about public concern about child care and early childhood education. The total demand for child care for children aged 3 through 5 is a function of several variables, including:

a) Population of children under six years of age,

b) Structure (marital status, number of children, etc.) of the families with children 3 to 5 years of age,

c) Labor force status of mothers of children 3 to 5 years of age,

d) Socio-economic status of families (ethnic, income, educational status, etc.),

e) Tastes and preferences for child care programs,

f) Existing supply of child care arrangements (type, cost, and proximity), and

g) Public subsidy for child care.

Data would be needed on all of these variables to develop a plausible supply/demand model for child care. Since data are not available for most of these variables on any trend basis, the impact of these variables on child care demand and supply could not be measured. Consequently, NPA projected enrollment in various child care programs by extrapolating past enrollment trends into the future. Of course, these extrapolations are tempered sharply by professional judgments as to what the future will be like.

Population of Children

A thorough discussion of child care needs would include all children under 16. However, the focus of this study is on the child care needs of children aged 3 through 5, the group that initially would be served by the CDA's. Table 1 identifies the population of children (from zero to five years of age) of the United States by single years of age and for 1970 to 1980. The projections are consistent with the April 1, 1970 Census of Population. Of the regular Census projections, NPA has chosen Series E. This series assumes an average of 2.1 children per woman upon completion of childbirth and is in line with the current downward trend in fertility rates. It is the next to the lowest series, and has historical trend data.

Because of the declining birth rate, one would expect at first consideration that the population of children would be decreasing. However, Table 1 shows that this is not the case. Except for 1971, the number of children under six years of age is expected to increase steadily from 20,913,000 in 1970 to 24,429,000 in 1980. Three factors affect this growth.

TABLE 1
POPULATION OF CHILDREN IN THE UNITED STATES, BY SINGLE YEARS OF AGE: 1970-1980

(In Thousands)

Age	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Children Under 6 Years	20,913	20,837	21,017	21,368	21,873	22,275	22,835	23,237	23,644	24,045	24,429
Under 1 Year	3,412	3,639	3,702	3,768	3,835	3,905	3,975	4,044	4,110	4,171	4,222
1 Year	3,495	3,407	3,633	3,696	3,761	3,828	3,898	3,967	4,036	4,102	4,162
2 Years	3,326	3,498	3,410	3,636	3,699	3,764	3,831	3,900	3,970	4,039	4,105
3 Years	3,419	3,331	3,503	3,415	3,641	3,703	3,768	3,836	3,905	3,974	4,043
4 Years	3,531	3,425	3,337	3,509	3,421	3,647	3,709	3,774	3,842	3,911	3,980
5 Years	3,730	3,537	3,432	3,344	3,516	3,428	3,654	3,716	3,781	3,848	3,917
Children Aged 3-5 Years	10,680	10,293	10,272	10,268	10,578	10,778	11,131	11,326	11,528	11,733	11,940

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 470, "Projection of the Population of the United States, by Age and Sex: 1970 to 2020," U.S. Government Printing Office, Washington, D. C., 1971, pp. 40-41.

Note: These projections are Series E -- assuming an average of 2.11 children per woman upon completion of childbirth. The average age of mother used in this series is 25.8 years.

National Planning Association
September 1973

First, people are getting married at an earlier age. Second, increasingly women have more children at the beginning of their marriage than later. Third, more women are approaching the mean age for motherhood, due to the baby boom of 1944-55. The average age of mothers used in Series E is 25.8 years.

The 3 to 5 year age group, however, shows a continuous decline in population till 1974. The number of children aged 3 to 5 years was 10,680,000 in 1970 and is projected to decline to 10,268,000 in 1973 before the numbers start to increase again. By 1980, there will be 11,940,000 children aged 3 to 5.

For the last few years, the fertility rate has fluctuated considerably but, nevertheless, has moved in a downward direction. Therefore, revisions in the projections of the population of children by the Bureau of Labor Statistics should be followed closely by OCD and used for program planning purposes to remain consistent with changes in female fertility rates.

Working Mothers

Table 2 indicates the number of working mothers with children aged 3 through 5 and under 3 in the United States for the following years: 1969, 1970, 1971, 1975, and 1980. The 1975 and 1980 figures are NPA estimates based upon unpublished preliminary estimates of working mothers with children under 5 by the Office of Manpower Structure and Trends at the Bureau of Labor Statistics. As mentioned before, the percentage of working mothers among mothers having 3 to 5 year old children will be

TABLE 2

WORKING MOTHERS WITH CHILDREN AGES 3 THROUGH 5 AND UNDER 3 IN THE UNITED STATES: 1969, 1970, 1971, 1975, AND 1980

(In Thousands)

		Population	Number in Labor Force	Percent of Population
1969[1]	Under 6	13,883	4,223	30.4%
	3 through 5	5,742	2,128	37.1
	Under 3	8,141	2,095	25.7
1970[1]	Under 6	14,162	4,555	32.2
	3 through 5	5,818	2,281	39.2
	Under 3	8,344	2,274	27.3
1971[1]	Under 6	13,776	4,327	31.4
	3 through 5	5,267	2,025	38.4
	Under 3	8,509	2,302	27.1
1975[2]	Under 6	18,494	6,349	34.3
	3 through 5	7,149	2,973	41.6
	Under 3	11,345	3,376	29.8
1980[2]	Under 6	20,944	7,505	35.8
	3 through 5	8,096	3,514	43.4
	Under 3	12,848	3,991	31.1

---

[1] U. S. Department of Labor, Bureau of Labor Statistics, Marital and Family Characteristics of Workers, March, 1969, 1970 and 1971, U. S. Government Printing Office, Washington, D. C.

[2] NPA estimates based upon unpublished preliminary estimates of working mothers with children under 5 by the Office of Manpower Structure and Trends, Bureau of Labor Statistics. Published projections will be forthcoming in a report in 1974 by the Bureau of Labor Statistics.

National Planning Association
September, 1973

increasing, from 39 percent in 1970 to 43 percent in 1980. The percentage of working mothers among mothers with children under 3, however, is lower--27 percent in 1970 and projected to be 31 percent in 1980. In total, the percentage of working mothers with children under six will grow from 32 percent in 1970 to 36 percent by 1980.

Table 3 provides information as to the marital status and ethnic background of working mothers from 1968 to 1971. As a percentage of their population, the non-Whites have a higher percentage of mothers with children under six years of age in the labor force than the Whites. In 1970, the percentage of non-White working mothers with children under six was 47 percent. For the Whites, the percentage was 30 percent.[1] These percentages pertain to all ever-married women.

The labor force participation rate was nearly 52 percent in 1970 for White ever-married women with children under six and the husband not present. This is a much higher participation rate than if all white ever-married women with children under six are considered. For the non-Whites, this rate was 48 percent--not too different from the all non-White ever-married women rate. The women with children under six account for about 9 percent of all ever-married women.

Table 4 provides information about working mothers with children under six below the poverty level by marital status and ethnic background in the United States in 1970. Of all ever-married women with children under six, only about 7 percent were below the poverty level in 1970. Their labor force participation rate was 43 percent. For those women below the poverty level with the husband absent, the labor force participation rate was 82 percent.

---

[1] Figures for White mothers calculated separately and derived from the data for all and non-White women in Table 3.

TABLE 3

Working Mothers With Children Under Six by Marital Status, Race: U.S. 1968, 1969, 1970, 1971
(In Thousands)

	ALL				NON-WHITE			
		In Labor Force				In Labor Force		
	Population	Number	% of Population	Employed	Population	Number	% of Population	Employed
All Ever-Married Women								
March 1969								
Children Under 6 Years	13883	4223	30.4	3932	1666	750	45.0	662
Children Under 3 Years	8141	2095	25.7	1908				
March 1970								
Children Under 6 Years	14162	4555	32.2	4182	1790	845	47.2	743
Children Under 3 Years	8344	2274	27.3	2047				
March 1971								
Children Under 6 Years	13776	4327	31.4	3857	1653	773	46.8	678
Children Under 3 Years	8509	2302	27.1	2018				
Children Under 5 Years*	11611	3432	29.6					
1975 - Children Under 5*	15541	5039	32.4					
1980 - Children Under 5*	17600	5956	33.8					
Married Women — Husband Present								
March 1969								
Children Under 6 Years	12617	3596	28.5	3358	1238	548	44.3	485
Children Under 3 Years	7480	1813	24.2	1661				
March 1970								
Children Under 6 Years	12897	3914	30.3	3604	1370	643	46.9	571
Children Under 3 Years	7669	1980	25.8	1793				
March 1971								
Children Under 6 Years	12410	3674	29.6	3300	1236	580	46.9	516
Children Under 3 Years	7755	1994	25.7	1760				

Source: Unpublished preliminary estimates by Sophie Travis of the Office of Manpower Structure and Trends, Bureau of Labor Statistics, March, 1973.

TABLE 3 Continued

Working Mothers with Children Under Six by Marital Status, Race: U.S. 1968, 1969, 1970, 1971
(In Thousands)

	ALL				NON-WHITE			
		In Labor Force				In Labor Force		
	Population	Number	% of Population	Employed	Population	Number	% of Population	Employed
Other Ever-Married Women								
March 1969								
Children Under 6 Years	1266	627	49.5	574	428	202	47.2	177
Children Under 3 Years	661	282	42.7	247				
March 1970								
Children Under 6 Years	1265	641	50.7	578	420	202	48.1	172
Children Under 3 Years	675	294	43.6	254				
March 1971								
Children Under 6 Years	1366	653	47.8	557	417	193	46.3	162
Children Under 3 Years	754	308	40.8	258				

Source: Marital and Family Characteristics of Workers, March, 1968, 1969, 1970, 1971, Special Labor Rorce Reports, U.S. Department of Labor, Bureau of Labor Statistics.

TABLE 4

WORKING MOTHERS WITH CHILDREN UNDER SIX BELOW THE POVERTY LEVEL, BY MARITAL STATUS, RACE: U.S. 1970
(In Thousands)

	Population	In Labor Force	%
All Ever-Married Women			
Total	955	408	42.1
White	508	213	41.9
Black and Other Races	447	195	43.6
Married Women - Husband Present			
Total	801	281	35.1
White	423	145	34.3
Black and Other Races	378	136	36.0
Other Ever-Married Women			
Total	154	127	82.5
White	85	68	80.0
Black and Other Races	69	59	85.5

Source: 1970 Census of Population.

Some Data on Government Expenditures on Child Care

Table 5 estimates the number of children served under Titles 4-A, 4-B, and the WIN Program for the years 1972 through 1974. The data, based upon estimates, were obtained from the Department of HEW-SRS-CSA-DIV. Except for the WIN II Program, no other governmental program involving expenditures for child care, has a systematized data collection system. The serious data gap identified by NPA was confirmed by the HEW Audit Agency during its audits of the use of Title IV-A funds. Representatives of that agency said that the states are not required to collect enrollment data and that the deficiency in information due to this gap should be remedied, since large expenditures of funds are involved.

Data for the table were supplied by a representative of HEW-SRS. The data on the number of children served by day care differs significantly for the enrollment estimates furnished in the SRS budget justifications to Congress for FY 1974. The latter showed the following estimates:[1]

	Number Receiving Services		
	1972	1973	1974
Day Care Services for Children Under Title IV-A	483,000	506,100	529,200

The above data are presented to further demonstrate the inconsistencies in current treatment of early childhood enrollment data, and the need for a reliable and uniform data collection system.

---

[1] USDHEW, Social and Rehabilitation Service, Justifications of Appropriation Estimates for Committee on Appropriations, Fiscal Year 1974, Washington, D.C., p. 38.

TABLE 5

ESTIMATED NUMBER OF CHILDREN SERVED UNDER TITLES 4-A, 4-B AND THE WORK INCENTIVE PROGRAM FOR THE YEARS 1972 THROUGH 1974[1/]

Program & Year	Federal Dollars	Percent of Total Spent	Total Number of Children Served	Number of Children Served in Group Day Care	Number of Pre-Elementary Children Served in Group Day Care
1972					
Social Services (Title 4-A)	$261,230	75%	549,603	82,440	54,960
WIN	37,000	75%	146,720	22,008	14,672
1973					
Social Services (Title 4-A)	397,415	75%	769,300	115,395	76,930
WIN	70,047	90%[2/]	155,680	23,352	15,567
Income Disregard (4-A)	80,000	50%	413,520	62,028	41,352
Child Welfare Services (4-B)	1,841	8%	26,823	4,023	2,682
1974					
Social Services (4-A)	630,000	75%	1,250,000	312,500	208,333
WIN	116,633	90%	248,160	62,040	41,360
Income Disregard (4-A)	90,000	50%	400,800	100,200	66,800
Child Welfare Services (4-B)	1,853	8%	24,412	6,353	4,235

[1/] Basic data for these computations were obtained from Department of HEW-SRS.

[2/] This percent was increased as a result of the Talmadge Amendment.

B. SUPPLY AND DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN HEAD START

Program Planning Considerations

In determining the demand for CDA's in the Head Start Program, one has to take into consideration the existing qualifications of Head Start classroom personnel. The ensuing analysis is based on the assumption that the term "qualified Head Start teachers" refers to those teachers who already have degrees, those who are "covered" because they met prior standards, or those who are able to demonstrate that they have acquired the CDA competencies. All others, for purposes of the following analysis, are considered to require upgrading to meet CDA-type qualification requirements through additional training.

For Fiscal Year (FY) 1972, the Head Start Program employed approximately 18,000 full-year teachers (see Table 6) and about 4,000 part-year teachers for the summer Head Start program (see Table 7). 1/ Until the Full Year 1970 program began, about twice as many Head Start centers and classes were in operation during the summer as operated during the full year. Since fiscal 1970, however, local communities have been encouraged to convert funds and resources from summer to full-year programs, as the latter were found to provide more lasting benefits to the children. The present mix of full-year and summer programs is expected to continue until FY 1980. The two programs have been serving different clientele. Summer programs have

---

1/ USDHEW, Office of Child Development, Project Head Start Statistical Fact Sheet, Fiscal Year 1972, Washington, D.C., 1972. And, USDHEW, Office of Child Development, Project Head Start 1969-1970: A Descriptive Report of Programs and Participants, Washington, D.C., July 1972. The Fact Sheet gives the total number of H.S. personnel; the Descriptive Report provides the percentage of total H.S. personnel who are classroom teachers and indicates what portion of these teachers have at the minimum the B.A. degree.

BEST COPY AVAILABLE

TABLE 6

PROJECTED DEMAND FOR CHILD DEVELOPMENT ASSOCIATE TRAINING IN THE FULL-YEAR HEAD START PROGRAM: FY 1974 - FY 1980

(In Thousands)

	Actual FY 1972	Projections FY 1974		FY 1975		FY 1976		FY 1977		FY 1978		FY 1979		FY 1980	
		Strategy X	Strategy Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
A. Total Full-Year Teachers	18.0[1]	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0
B. "Qualified Teachers															
1. Qualified Teachers Before Turnover	9.2	9.2	9.2	9.8	9.8	11.6	11.6	13.4	13.4	15.4	15.4	17.3	17.3	18.0	18.0
a. Having B.A. Degree		8.1	8.1	8.1	8.1	8.1	7.5	8.1	7.0	8.1	6.5	8.1	6.0	8.1	5.6
b. Meeting Other OCD Criteria		1.1	1.1	1.1	1.1	0.9	0.9	0.8	0.8	0.7	0.7	0.6	0.6	0.5	0.5
c. Certified CDA's		0	0	0.6	0.6	2.6	3.2	4.5	5.6	6.6	8.2	8.6	10.7	9.4	11.9
2. Turnover in Qualified Teachers		1.4	1.4	1.5	1.5	1.7	1.7	2.0	2.0	2.3	2.3	2.6	2.6	2.7	2.7
a. B.A.'s to be Replaced by B.A.'s		1.4[2]	1.4[2]	1.2	0.6	1.2	0.6	1.2	0.5	1.2	0.5	1.2	0.5	1.2	0.4
b. B.A.'s to be Replaced by CDA's		0	0	0	0.6	0	0.5	0	0.5	0	0.5	0	0.4	0	0.4
c. Non-B.A. Teachers to be Replaced by CDA's		0	0	0.3	0.3	0.5	0.6	0.8	1.0	1.1	1.3	1.4	1.7	1.5	1.9
C. "Underqualified" Teachers															
1. Number before Turnover	8.8	8.8	8.8	8.2	8.2	6.4	6.4	4.6	4.6	2.6	2.6	0.7	0.7	0	0
2. Turnover		1.3	1.3	1.2	1.2	1.0	1.0	0.7	0.7	0.4	0.4	0.1	0.1		
a. To be Replaced by CDA's		0.1	0.1	0.3	0.3	0.3	0.3	0.5	0.5	0.4	0.4	0.1	0.1		
b. To be Replaced by Underqualified Teachers		1.2	1.2	0.9	0.9	0.7	0.7	0.2	0.2	0	0	0	0		
3. Number After Turnover		8.7	8.7	7.9	7.9	6.1	6.1	4.1	4.1	2.2	2.2	0.6	0.6		
4. Number Completing CDA Training		0.5	0.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.6	0.6		
5. Underqualified Teachers Remaining		8.2	8.2	6.4	6.4	4.6	4.6	2.6	2.6	0.7	0.7	0	0		
D. Yearly Marginal CDA Requirements: Time Phased															
1. Turnover of Qualified Teachers		0	0	0.3	0.9	0.5	1.1	0.8	1.5	1.1	1.8	1.4	2.1	1.5	2.3
2. Turnover of Underqualified Teachers		0.1	0.1	0.3	0.3	0.3	0.3	0.5	0.5	0.4	0.4	0.1	0.1		
3. Upgrading of Staff		0.5	0.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.6	0.6		
Total		0.6	0.6	2.1	2.7	2.3	2.9	2.8	3.5	3.0	3.7	2.1	2.8	1.5	2.3

[1] USDHEW, Office of Child Development, Project Head Start Statistical Fact Sheet, Fiscal Year 1972, Washington, D.C., 1972. And, USDHEW, Office of Child Development, Project Head Start 1969-1970: A Descriptive Report of Programs and Participants, Washington, D. C., July 1972. The Fact Sheet gives the total number of H.S. personnel; the Descriptive Report provides the percentage of total H.S. personnel who are classroom teachers and indicates what portion of these teachers have at the minimum the B.A. degree.

[2] It is assumed that there will not be enough CDA's in 1974 to replace any of the normal turnover of qualified H.S. teachers. Therefore, 300 teachers meeting other OCD criteria are replaced by B.A.'s in 1974. .

National Planning Association
September, 1973

TABLE 7

PROJECTED DEMAND FOR CHILD DEVELOPMENT ASSOCIATE TRAINING IN THE
HEAD START SUMMER PROGRAM UNDER ALTERNATIVE ASSUMPTIONS: FY 1974 - FY 1980
(In Thousands)

	Actual FY 1972	Projections FY 1974 Strategy X	Strategy Y	FY 1975 X	FY 1975 Y	FY 1976 X	FY 1976 Y	FY 1977 X	FY 1977 Y	FY 1978 X	FY 1978 Y	FY 1979 X	FY 1979 Y	FY 1980 X	FY 1980 Y
A. Total Summer Program Teachers	4.0[1]	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
B. "Qualified" Teachers															
1. Qualified Teachers Before Turnover	3.6	3.6	3.6	3.8	3.8	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
a. Having B.A. Degree		3.5	3.5	3.5	3.5	3.5	3.3	3.5	3.1	3.5	2.9	3.5	2.7	3.5	2.5
b. Meeting Other OCD Criteria		0.1	0.1	0.1	0.1	0	0	0	0	0	0	0	0	0	0
c. Certified CDA's		0	0	0.2	0.2	0.5	0.7	0.5	0.9	0.5	1.1	0.5	1.3	0.5	1.5
2. Turnover in Qualified Teachers		0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
a. B.A.'s to be Replaced by B.A.'s		0.5[2]	0.5[2]	0.5	0.3	0.5	0.3	0.5	0.3	0.5	0.2	0.5	0.2	0.5	0.2
b. B.A.'s to be Replaced by CDA's		0	0	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
c. Non-B.A.'s to be Replaced by CDA's		0	0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.2
C. "Underqualified" Teachers															
1. Number before Turnover	0.4	0.4	0.4	0.2	0.2	0	0	0	0	0	0	0	0	0	0
2. Turnover		0.1	0.1	---	---										
a. To be Replaced by CDA's		0.1	0.1	---	---										
b. To be Replaced by Underqualified Teachers		0	0	---	---										
3. Number After Turnover		0.3	0.3	0.2	0.2										
4. Number Completing CDA Training		0.1	0.1	0.2	0.2										
5. Underqualified Teachers Remaining		0.2	0.2	0	0										
D. Yearly Marginal CDA Requirements: Time Phased															
1. Turnover of Qualified Teachers		0	0	0.1	0.3	0.1	0.3	0.1	0.3	0.1	0.4	0.1	0.4	0.1	0.4
2. Turnover of Underqualified Teachers		0.1	0.1	---	---										
3. Upgrading of Staff		0.1	0.1	0.2	0.2										
Total		0.2	0.2	0.3	0.5	0.1	0.3	0.1	0.3	0.1	0.4	0.1	0.4	0.1	0.4

---

[1] USDHEW, Office of Child Development, Project Head Start Statistical Fact Sheet, Fiscal Year 1972, Washington, D.C., 1972. And, USDHEW, Office of Child Development, Project Head Start 1969-1970: A Descriptive Report of Programs and Participants, Washington, D.C., July 1972. The Fact Sheet gives the total number of H.S. personnel; the Descriptive Report provides the percentage of total H.S. personnel who are classroom teachers and indicates what portion of these teachers have at the minimum the B.A. degree.

[2] The turnover of B.A.'s in 1974 are replaced by B.A.'s due to lack of CDA's.

National Planning Association
September, 1973

generally been intended for older preschool children who will be eligible for kindergarten or first grade in the fall; full-year programs have been designed primarily for younger preschool children--three years of age or older--up to the age when they become eligible to enter kindergarten or first grade.

The Office of Child Development needs knowledge of the potential requirement for CDA's in Head Start. This is necessary so that it can plan, program, fund and coordinate a series of actions that must be taken over the near and intermediate future, up to 1980. This knowledge is also essential so that the appropriate lead times can be available to hundreds of training institutions, Head Start grantees, potential trainees, regional offices, community action groups, the Consortium and others who must take concerted action if the CDA program and Head Start's utilization of CDA's are to be successful.

The analysis in this section identifies almost 9,000 full-year teachers in Head Start who do not have B.A. degrees and who are presently "underqualified" and who may consequently require CDA training, exclusive of turnover. To satisfy an assumed demand for this number by 1980, plus turnover of qualified teachers not possessing B.A. degrees, would require about 2,400 CDA's to be trained and credentialled each year beginning in FY 1975. Almost five hundred institutions turning out an average of 50 graduates a year would be necessary. Attrition rates would have to be allowed for. The CDA Consortium would have a very heavy credentialling workload. However, alternative strategies are available that would permit OCD to time-phase activities to accommodate demand over 12 years and halve the output to 1,200 CDA's a year, or reduce it even further by spreading the time of accomplishment into the future.

A different set of policy decisions, funding and program arrangements requiring allocation of significantly larger resources would be essential if it were decided to meet the demand in less time.

Turnover represents a significant problem for decision-makers. The number of full-year classroom teachers in Head Start with B.A. degrees decreased from 56% to 45% of the total between 1968 and 1972, or to 8,100 classroom teachers. OCD's policy is to retain the same number of B.A.'s in the program. Therefore the annual turnover of about 1,200 teachers with B.A. degrees would be filled by persons possessing B.A. degrees preferably in Early Childhood Education or Child Development. Persons with B.A. degrees in other specialties could supplement their training by taking appropriate components of training in the CDA competencies.

If B.A. candidates are not available, NPA suggests replacing some of them, e.g., half of those who left each year due to turnover beginning in 1973. The average annual turnover of about 1,200 teachers with B.A. degrees then would be filled on the average by about 600 teachers with B.A. degrees and 600 CDA's. About 600 classroom teachers with B.A. degrees would be recruited in 1975 and less each year thereafter. By 1980, an annual replacement rate on this assumption would reduce the number of B.A. degreed persons in Head Start by 2,500, bringing the B.A. degreed teachers to about 31% of the total classroom teachers.

The turnover rate for Head Start teachers is about 15% a year.[1/] NPA assumes the same rate for all categories within the teaching staff. That is, the turnover rate is the same for both the qualified teachers and those who are underqualified, or would not meet CDA qualification requirements.

[1/] Retrospective Study of Employee Mobility in Head Start Programs, Booze-Allen and Hamilton, prepared for Office of Child Development, May 18, 1973.

As indicated in the foregoing, OCD has several options:

(a) In view of the over supply of teachers with B.A. degrees, OCD plans to hold the number of teachers with B.A. degrees constant through the intervening years until 1980. Under this strategy, there would be a minimal requirement for the training and credentialing of CDA's due to turnover of qualified teachers for the immediate future. This would also serve to reduce the pressure on the training, assessment and credentialing pipelines to produce a larger number of qualified CDA's.

(b) If B.A. degree personnel are not readily available, NPA suggests that some of the turnover of teachers with B.A. degrees could be replaced by CDA's. As pointed out above, this could add an average requirement for 600 CDA's a year to be trained to replace up to half of the turnover, with a resultant requirement for increased numbers from the pipeline of credentialled CDA's.

(c) Another option could be to reduce the number and proportion of teachers with B.A. degrees in a program by a lesser amount, choosing some replacement rate between the two alternatives set forth in (a) and (b) above.

Projections

OCD must also make some policy decisions with respect to projections for program planning that will be important to the many institutions and persons who will be affected by them between now and 1980. The illustrative examples set forth in Tables 6 and 7 are based on the given assumption that the number of children to be served, the number of classroom teachers, and the amount of funds available for Head Start will not increase, except for adjustments to accommodate inflation, through 1980.

The material that follows sets forth the concepts, methodology and numbers of qualified classroom teachers required for Head Start. The numbers are based on the data set forth in OCD H.S. Fact Sheets and Descriptive Reports based on grantees' estimates of enrollment rather than upon actual annual enrollment or average annual attendance. The latter would have provided a sounder basis for the analysis and projections. As previously discussed with OCD, no other basis for the analysis was available to NPA. NPA recommends that the data base be improved in the next year or two. The text and Tables 6 and 7 separately present and discuss full-year and part-time (summer) programs. Table 8 shows estimated aggregate requirements.

Time Phasing of CDA Training -- Illustrative Example, Full Year

Presently, close to 9,000 current Head Start full-year teachers are underqualified and need CDA training. Table 6 projects two alternative demand schedules for CDA training for each year from FY 1974 to FY 1980. Assumptions for alternative strategies are:

Strategy X -- Full-Year Head Start Program

(1) The total number of Head Start classroom teachers will remain constant for each year, about 18,000.

(2) The number of qualified teachers with a Bachelor's degree will remain constant. Head Start will continue to employ B.A.'s in numbers sufficient to replace losses of B.A.'s due to normal turnover. OCD will actively seek to maintain the number of B.A.'s on the teaching staff, and will concentrate on providing additional training to the teachers not meet-qualification requirements. The turnover of non-B.A. qualified teachers would be filled by CDA's after 1974.

TABLE 8

YEARLY MARGINAL REQUIREMENTS FOR CDA'S IN HEAD START PROGRAMS USING ALTERNATIVE STRATEGIES: FY 1974 - FY 1980
(In Thousands)

	FY 1974		FY 1975		FY 1976		FY 1977		FY 1978		FY 1979		FY 1980	
	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
Head Start Full Year Program														
Turnover of Qualified Teachers	0	0	0.3	0.9	0.5	1.1	0.8	1.5	1.1	1.8	1.4	2.1	1.5	2.3
Turnover of Underqualified Teachers	0.1	0.1	0.3	0.3	0.3	0.3	0.5	0.5	0.4	0.4	0.1	0.1	0	0
Upgrading of Staff	0.5	0.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.6	0.6	0	0
Total	0.6	0.6	2.1	2.7	2.3	2.9	2.8	3.5	3.0	3.7	2.1	2.8	1.5	2.3
Head Start Summer Program														
Turnover of Qualified Teachers	0	0	0.1	0.3	0.1	0.3	0.1	0.3	0.1	0.4	0.1	0.4	0.1	0.4
Turnover of Underqualified Teachers	0.1	0.1	---	---										
Upgrading of Staff	0.1	0.1	0.2	0.2										
Total	0.2	0.2	0.3	0.5	0.1	0.3	0.1	0.3	0.1	0.4	0.1	0.4	0.1	0.4
Both Programs														
Turnover of Qualified Teachers	0	0	0.4	1.2	0.6	1.4	0.9	1.8	1.2	2.2	1.5	2.5	1.6	2.7
Turnover of Underqualified Teachers	0.2	0.2	0.3	0.3	0.3	0.3	0.5	0.5	0.4	0.4	0.1	0.1	0	0
Upgrading of Staff	0.6	0.6	1.7	1.7	1.5	1.5	1.5	1.5	1.5	1.5	0.6	0.6	0	0
Total	0.8	0.8	2.4	3.2	2.4	3.2	2.9	3.8	3.1	4.1	2.2	3.2	1.6	2.7

Source: Summary of Tables 6 and 7.

National Planning Association
September, 1973

BEST COPY AVAILABLE

(3) The experimental training programs will produce 100 CDA's who will join Head Start classroom staff by the end of FY 1974. More thereafter.

(4) The Head Start Supplemental Training (HSST) program will produce 500 CDA's by the end of FY 1974.

(5) Beginning in FY 1975, HSST and other training programs will produce an average of 2,400 CDA's a year who will help staff Head Start. By the end of FY 1980, under this strategy, all Head Start classroom personnel will meet qualification criteria.

(6) About 300 HSST training institutions will initiate the HSST-CDA program in FY 1974. If these programs have about 30 enrollees each, there would be 9,000 enrollees each year. Although the CDA training program theoretically may require up to two years to finish and Head Start teachers would not be enrolled full-time, the time needed to finish the training program on the average would be much less than two years, due to the fact that a good portion of the enrollees would have had some child development training. Assuming that about 2,400 trainees each year beginning in FY 1975 complete training, are assessed and credentialled as CDA's, and then enter Head Start, then the net requirement existing in FY 1974 for classroom teachers could be filled by FY 1980 through the CDA training program.

Strategy Y -- Full-Year Head Start Program

This strategy is the same as the last except for one factor. Head Start would employ only enough B.A.'s to replace half the losses of B.A.'s due to normal turnover.

Discussion of Time Phasing

By FY 1980 both strategies, X and Y, would reduce the number of underqualified teachers on the Head Start full-year teaching staff from about 9,000 teachers to zero. If strategy X were employed, the number of teachers in 1980 with B.A.'s would be the same as in FY 1972, about 8,000. However, this number would be reduced to 4,600 or 31% of total full-year teachers, if strategy Y were used instead. Under strategy Y, only half of the B.A.'s loss due to the normal turnover would be replaced, and this means more CDA's would be needed. For instance, in FY 1975, the number of CDA's needed is 2,700 under strategy Y compared to 2,100 under strategy X. Strategy Y results in a higher CDA demand for any one year, e.g., in FY 1978, 3,700 as compared to 3,000 for strategy X. By the end of FY 1980, strategy Y will have 11,900 CDA teachers (or 65%) in full-time programs; whereas, strategy X will only have 9,400 (or 52%).

Time Phasing, Head Start Summer Program

The Head Start Summer Program was also analyzed using strategies X and Y. Requirements are set forth in Table 7 under the alternate assumptions. Since the summer program has only 4,000 teachers and 90% of them (3,600) have B.A. degrees and are considered qualified, the demand for CDA's never exceeds 500 in any one year, including turnover. The underqualified staff can be reduced to zero by the end of FY 1975, if priority is given to filling summer program vacancies with CDA's from the pipeline. OCD should relate the number of CDA's in training to anticipated vacancies for summer and full-time programs.

Total Requirements Under Assumptions

The combined marginal demand for CDA's each year for both Head Start programs is given in Table 8 . After FY 1974, the annual demand for CDA's ranges from a low of 1,600 to a high of 4,100, with an average of about 2,400 for strategy X and roughly 3,400 for strategy Y. It is understood that requirements for CDA's if an expansion of Head Start occurs would be even larger.

Conclusions

The foregoing strategies are presented only for illustrative purposes. OCD may desire to extend or contract the time period over which training and credentialing institutions may meet the requirements for upgrading the staff. The basic data and methodology can be applied to an alternative set of assumptions or policy decisions.

The requirements are sufficiently large to permit using these planning approache for the next few years. However, as set forth in the portion of the first chapter concerned with supply and demand, a sound data collection and analysis system is essential if the total requirements are to be determined in a more meaningful manner. Valid and reliable data are required for policy planning, programming and decision-making by management officials concerned with child care at all levels of government, but such data are now absent.

C. POSSIBLE DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN PUBLIC PREPRIMARY EDUCATIONAL PROGRAMS

Introduction

In this section of the report, NPA will examine the potential demand for Child Development Associates (CDA's) in public preprimary educational programs. In 1970, about 26 percent of the children aged 3 through 5 were served by public preprimary educational programs with an estimated teaching staff of about 72 thousand. By 1980, however, NPA projects that nearly 29 percent of the children aged 3 through 5 will be served by preprimary educational programs with an approximate teaching staff of 102 thousand. A factor contributing to the 4 percent increase is the fact that many states are moving towards compulsory kindergarten for 5 year olds.

Although the growth in preprimary educational programs will be significant in the coming decade, the potential demand for CDA's will be extremely limited in these programs. Presently, most state educational agencies require certification for their public kindergarten teachers. Only Idaho does not require certification for kindergarten teachers.

Certification, in essence, means having the bachelor's degree as a minimum--thus excluding the CDA's. For approximately 31 states that do not presently require certification for their public nursery school teachers, the average yearly potential demand for CDA's could be about 1,700. This figure would cover both the new growth in the teaching staff and the replacement for normal turnover.

Public Preprimary Educational Program Data

NPA meticulously examined the various data sets on public preprimary educational programs.[1] Although beset with shortcomings, data from the yearly series, Preprimary Enrollment, October 1964-1971,[2] was chosen by NPA as the main data backbone for this report. The data are most comprehensive. It is the only source that specifies preprimary enrollment figures for children aged 3 through 5. The other sources were used to fill in data gaps or deficiencies wherever possible.

The Preprimary Enrollment data are derived from a household survey conducted by the Bureau of the Census as part of their October Current Population Survey. The survey covers a sample of 50,000 households distributed over 449 acres, comprising 863 counties and independent cities with coverage in all 50 states and the District of Columbia. The estimating procedure inflates the weighted sample so as to obtain U. S. totals. Since the figures are derived from sample data, they may differ from figures that might have been obtained from a complete census. In particular, sampling variation may be relatively large where the numbers shown are small.

---

[1] The major data sources are the following:

USDHEW, Office of Education, National Center for Educational Statistics, Statistics of Public Schools, Fall 1971, U.S. Government Printing Office, Washington, D.C.
USDHEW, Office of Education, National Center for Educational Statistics, Statistics of Local Public School Systems, Fall 1971, U.S. Government Printing Office, Washington, D.C.
Westinghouse Learning Corporation and Westat Research, Inc., Day Care Survey - 1970: Prepared for Evaluation Division, Office of Economic Opportunity, Washington, D.C., April, 1971.

[2] USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment, October 1964-1971, U.S. Government Printing Office, Washington, D.C.

As mentioned earlier, the Preprimary Enrollment data has its shortcomings. Its reliability may be questioned. A census survey of all public school districts in the Fall of 1970 by the Office of Education[1/] reported total preprimary enrollment to be 2,557,000; whereas, Preprimary Enrollment indicated 2,830,000 children of ages 3 through 5 were enrolled in October of 1970 in public preprimary educational programs. The difference of 273,000 is actually an understatement of the divergence between the two survey figures if one considers the fact that the 2,557,000 figure also includes 6 year old enrollees. Another U.S. Office of Education survey[2/] sheds some light as to which segment of the preprimary enrollment might be most widely misrepresented. For the Fall of 1969, the ELSEGIS survey reported total preprimary enrollment to be 2,534,000, with 2,481,000 enrolled in kindergarten and 53,000 enrolled in prekindergarten (nursery) school. The Preprimary Enrollment figures for October of 1969 are 2,523,000 for kindergarten, 242,000 for prekindergarten, for a total

---

[1/] USDHEW, Office of Education, National Center for Educational Statistics, Statistics of Public Schools, Fall 1970, U.S. Government Printing Office, Washington, D.C. The reliability of these data may also be questioned. The U.S. Office of Education, as part of their yearly survey of public elementary and secondary day schools, encourages each state to obtain the data for the yearly reports by conducting a fall survey of local school districts and by using an adaptation of the Federal form and accompanying instructions. For various reasons, not all state education agencies adhere to the uniform procedure. Some states collect the data in regular end-of-year annual reports. A few submit estimates.

[2/] USDHEW, Office of Education, National Center for Educational Statistics, Statistics of Local Public School Systems, Fall 1969, Pupils and Staff, U.S. Government Printing Office, Washington, D.C. This survey is part of the Elementary-Secondary General Information Survey (ELSEGIS). The sample includes 1,621 local public school systems.

of 2,765,000. These figures indicate a difference of nearly 200,000 for prekindergarten. This is a very sizeable difference if one considers the magnitude of prekindergarten enrollment. NPA contacted all three sources to determine the reasons for the discrepancies, but received no definite answer.

Several explanations are plausible. The Preprimary Enrollment data are obtained from a sample of households. The survey relies on the head of the household to interpret whether his/her children are enrolled in preprimary programs, whether they are enrolled in public or non-public schools, whether they attend part-day or full-day, etc. A preprimary program was defined for the head of households to be a set of organized educational experiences intended for children attending prekindergarten and kindergarten classes. Since the terms "prekindergarten" and "kindergarten" are used very generically by the populace, some children enrolled in day care centers may be listed as being enrolled in nurseries and kindergartens.

The Preprimary Enrollment survey collects data on both part-day and full-day attendance. The previous figures given have been the summation of part-day and full-day enrollees. Although the other two surveys have tried to collect data on part-day attendance, not all states have furnished them with this information. Consequently, their enrollment figures might be underestimated.

The Preprimary Enrollment survey defines "public school" as any educational institution operated by publicly elected or appointed school officials and supported by public funds. This definition does allow the inclusion of educational programs funded by public funds but not necessarily under the domain of the public schools. The other surveys restricted their scope to include only the public schools, since the public school districts were the reporting units.

Unfortunately, the children enrolled in Head Start programs are counted in an imprecise manner under "prekindergarten" and "kindergarten" in all of the surveys. The bulk of Head Start enrollment would appear in the Preprimary Enrollment figures but not necessarily in the other surveys, due to the fact that not all of the Head Start Programs are under the auspices of the public schools. This factor might explain the large difference in nursery enrollments of nearly 200,000 between the two sources, since the bulk of Head Start enrollment is at the prekindergarten level.

The number of children enrolled in formal educational programs below the preprimary level is growing. Many educators have stressed the necessity of reaching children, particularly the disadvantaged, in the early years, when their development is most crucial. Therefore, improved and more accurate enrollment and related data are essential to meet the needs of educational researchers and administrators. This will require the collection of more valid and reliable data from many sources in an integrated manner, so that representative data on preprimary enrollment are available for program planning and decision-making at the national, state and local level. The coordinated data-gathering system should not be limited to nursery schools and kindergartens, but should also collect information on a formal basis on family day homes, day care centers, and other child care arrangements as well.

Public Preprimary Enrollment: 1964-1971

Table 9 provides the number of children served by public preprimary educational programs in the United States, broken down by prekindergarten and kindergarten, for the years 1964 through 1971. While the population of children aged 3 through 5 declined dramatically during this time span, the number of enrollees in preprimary educational programs from this age group grew on a yearly basis, about 21 percent from 1964 to 1971. Public preprimary enrollment as a percentage of the total number of children aged 3 through 5 increased from 19 to 27 percent. During this time, public kindergarten enrollment grew 12 percent, while prekindergarten enrollment, with a small base, increased 246 percent. The dramatic difference in growth between prekindergarten and kindergarten enrollment is probably due to the existence of well-established public kindergarten programs in most of the United States, while public interest in prekindergarten programs is a fairly recent development. The Head Start Program, which got underway in 1965, helped to boost prekindergarten enrollment.

Table 10 illustrates some selected characteristics of the 3 to 5 year old children being served by public preprimary educational programs during October, 1970. As a percentage of their respective populations, the Blacks utilize public nursery schools much more than do the Whites: 77 percent of the Black 3 to 5 year old population were enrolled, as compared to 2.2 percent of the White population. However, the Whites make slightly greater use of public kindergartens: 23.1 percent of the White 3 to 5 year old population were enrolled, as compared to 21.4 percent of the Black population.

TABLE 9

NUMBER OF CHILDREN SERVED BY PUBLIC PREPRIMARY EDUCATIONAL PROGRAMS IN THE UNITED STATES: 1964-1971
(in Thousands)

	1964 Children		1965 Children		1966 Children		1967 Children		1968 Children		1969 Children		1970 Children		1971 Children	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Children																
Ages 3-5	12,496	100.0	12,549	100.0	12,486	100.0	12,242	100.0	11,905	100.0	11,424	100.0	10,680 1/	100.0	10,293 1/	100.0
3 Year Olds	4,238	33.9	4,149	33.1	4,087	32.7	3,992	32.6	3,810	32.0	3,614	31.6	3,516	32.1	3,466	32.7
4 Year Olds	4,148	33.2	4,238	33.8	4,155	33.3	4,088	33.4	4,000	33.6	3,809	33.3	3,620	33.1	3,520	33.2
5 Year Olds	4,110	32.9	4,162	33.1	4,244	34.0	4,162	34.0	4,095	34.4	4,001	35.1	3,814	34.8	3,624	34.1
Enrolled in Public Preprimary Programs Ages 3-5	2,345	18.7	2,418	19.3	2,626	21.0	2,775	22.7	2,831	23.8	2,765	24.2	2,830	25.8	2,847	26.8
Public PreKindergarten (Nursery) Enrollment	91	0.7	127	1.0	213	1.7	229	1.9	262	2.2	242	2.1	332	3.0	315	2.9
Public Kindegarten Enrollment	2,254	18.0	2,291	18.3	2,413	19.3	2,546	20.8	2,569	21.6	2,523	22.1	2,498	22.8	2,532	23.9

Source: USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment Trends of Children Under Six: 1964-68, and Preprimary Enrollment, October 1970 and October 1971, U.S. Government Printing Office, Washington, D.C.

1/ U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 470, "Projection of the Population of the United States, by Age and Sex: 1970 to 2020," U.S. Government Printing Office, Washington, D.C., 1971, pp. 40-41.

National Planning Association
September 1973

TABLE 10

PUBLIC PREPRIMARY ENROLLMENT OF CHILDREN 3 TO 5 YEARS OLD, BY SELECTED CHARACTERISTICS: UNITED STATES, OCTOBER 1970

(In Thousands)

Characteristics	Pre-Kindergarten	Kindergarten
Age and Race		
Total 3-5 year olds	332	2,498
White	192	2,100
Black	129	359
Other races	11	39
3 year olds	110	12
White	69	5
Black	40	7
Other races	1	-
4 year olds	176	318
White	102	246
Black	70	68
Other races	4	4
5 year olds	45	2,168
White	27	1,848
Black	18	284
Other races	--	36
Family Income		
Under $3,000	46	144
$3,000 - $4,999	70	268
$5,000 - $7,499	58	484
$7,500 - $9,999	58	564
$10,000 and over	83	846
Income not reported	17	192
Residence		
Metropolitan, central	137	735
Metropolitan, other	116	1,008
Non metropolitan	81	755

Source: USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment, October, 1970, U. S. Government Printing Office, Washington, D. C.

Nearly all enrolled 3 year olds attended prekindergarten programs, while nearly all enrolled 5 year olds attended kindergarten. A greater percent of the Black 3 and 4 year olds than of White 3 and 4 year olds were enrolled. Among 5 year olds, White children were enrolled at a significantly higher rate than Black children.

The higher the family income level, the greater the probability that 3 to 5 year old children were enrolled in public preprimary programs, particularly kindergarten. For nearly every income level, the enrollment rate of Black children was higher than that of White children. Although enrollment increased as a percentage of population with rising income, with each increment in income level the number of White children was greater and the number of Black children was smaller. This can be explained by the fact that the population distributions of White and Black children by family income exhibited divergent patterns. Nearly two-thirds of all enrolled White children were in families with incomes of $7,500 and above. In contrast, nearly two-thirds of all enrolled Black 3 to 5 year olds were in families with incomes below $7,500.[1/]

Public Preprimary Enrollment Projections: 1972-1980

Table 11 provides NPA's public preprimary enrollment projections for the years 1972 through 1980, broken down by prekindergarten and kindergarten. A conservative (C) and an optimistic (O) set of projections are given. In 1970, the proportion of children aged 3 through 5 enrolled in public preprimary programs was 26 percent. NPA projects that this proportion will increase by 1980 to 29 percent for the conservative model and to 38 percent for the optimistic one.

[1/] USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment, October 1970, U. S. Government Printing Office, Washington, D.C., p. 13.

TABLE 11

ENROLLMENT IN PUBLIC PREPRIMARY EDUCATIONAL PROGRAMS IN THE UNITED STATES: 1970-1980

(In Thousands)

	1970	1971		1972	1973	1974	1975	1976	1977	1978	1979	1980
Number of Children[1] Ages 3-5	10,680	10,293		10,272	10,268	10,578	10,778	11,131	11,326	11,528	11,733	11,940
Public Preprimary Enrollment of Children Ages 3-5	2,830[2]	2,847	C	2,896[3]	2,946	2,998	3,050	3,103	3,174	3,248	3,324	3,403
			O	2,912	2,980	3,050	3,122	3,362	3,621	3,900	4,200	4,523
Public Prekindergarten (Nursery) Enrollment	332	315	C	321	327	334	341	348	372	398	426	456
			O	337	361	386	413	442	473	506	541	579
Public Kindergarten Enrollment	2,498	2,532	C	2,575	2,619	2,664	2,709	2,755	2,802	2,850	2,898	2,947
			O	2,575	2,619	2,664	2,709	2,920	3,148	3,394	3,659	3,944

---

[1] U.S. Bureau of the Census, Current Population Reports, Series P-24, No. 470, "Projections of the United States, by Age and Sex: 1970 to 2020," U.S. Government Printing Office, Washington, D.C., November 1971, pp. 40-41.

[2] Source for 1970 and 1971 figures: USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment, October 1970 and October 1971, U.S. Government Printing Office, Washington, D.C.

[3] Figures for 1972-1980 are NPA projections. "C" stands for conservative projections, and "O" stands for optimistic projections.

National Planning Association
September, 1973

Since about 88 percent of public preprimary enrollment has been kindergarten enrollment, the increase in public preprimary enrollment from 1970 to 1980 is mainly attributable to the increase in public kindergarten enrollment--from 2,498,000 to between 2,947,000 and 3,944,000. The conservative percentage increase would be 18 percent and the optimistic one would be 58 percent. The substantial increase is based upon the assumption that most states are moving in the direction of compulsory kindergarten for five year olds. Five year olds in public kindergarten amounted to 57 percent of total 5 year old population in 1970. NPA projects five year olds will account for 67 percent of total 5 year old population in 1980 for the conservative model. NPA assumes that by 1980 public kindergarten enrollment will be 90 percent of all five year olds (or 3,526,000) for the optimistic model. Since sufficient funds, facilities and teaching staff will have to be marshalled, NPA expects no dramatic increase, for either the conservative or the optimistic model, in public kindergarten enrollment till after 1976. Only a 1.7 percent annual growth increase is expected for both the conservative and the optimistic projections from 1972 to 1975, with 1.7 percent annual growth throughout for the conservative, and 7.8 percent annual growth thereafter for the optimistic projection.

Public prekindergarten enrollment was 332,000 in 1970. In 1980, it is expected to be 456,000 under conservative assumptions and 579,000 under optimistic assumptions. For the conservative model, NPA assumed that public nursery schools grow at the annual rate of 2 percent till 1976 and 7 percent thereafter. For the optimistic model, the annual growth rate was assumed to be 9 percent throughout the time span.

Although public prekindergarten experienced a 246 percent increase from 1964 to 1974, under the conservative assumption the percent increase from 1972 to 1980 would be 42 percent and under the optimistic assumption the percent increase would be 72 percent. Prekindergarten started from a very small base. The same kind of growth rate cannot be expected with a considerable larger base. The budgetary, as well as staff and facility, constraints will be considerable in the years to come. Public prekindergarten will have to compete for resources with public kindergarten, the latter requiring a sizeable educational program to which most of the states are already committed.

Public Preprimary Teaching Staff Projections: 1974-1980

The projection of the number of teachers required for any early childhood program to 1980 is hazardous with existing data. For lack of empirical data, NPA's methodology for projecting the required number of teachers is to apply the latest teacher/pupil ratio pertaining to the particular program to the enrollment projections. The teacher/pupil ratio is kept constant throughout the time span. NPA realizes that the use of teacher/pupil ratios is subject to several weaknesses.

One, in most cases, the data on teacher/pupil ratios does not clearly distinguish between a teacher/pupil ratio and a staff/pupil ratio. Besides the teachers, the staff/pupil ratio would include paraprofessional aides and other auxiliaries as a part of the ratio. Using a ratio that contains paraprofessional aides and other auxiliaries as a teacher/pupil ratio would result in the overestimation of of the demand for teachers. Two, instead of using full-time equivalents for teachers and pupils, the ratios

BEST COPY AVAILABLE

normally include both full- and part-time teachers and pupils. By the utilization of such ratios, the need for teachers is either overestimated or underestimated by some indeterminate amount. And three, it is questionable whether or not the teacher/pupil ratios will remain constant over time. No historical data on early childhood programs is available that would allow the discernment of trends for teacher/pupil ratios. The size of classroom groups and adult-child ratios in the Federal Interagency Day Care Requirements (1968) reported in Keyserling's "Windows on Day Care," are:[1/]

> "Three to Four year-olds: no more than 15 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults (on a full-time equivalent basis) is normally not greater than 5 to 1;
>
> "Four to Six year olds: no more than 20 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 7 to 1."

In the Proposed 1972 Day Care Requirements (draft form), ratios are required for centers varied according to the number of children per "caregiver." The requirements set such ratios as "one caregiver per 3 infants (0-10 months); per 4 toddlers (19-35 months), etc.[2/]

Chapman and Lazar in their study of Day Care research trends state, "a review of the research in preschool and school age programs indicate that class size is significantly related to student achievement in performance, and that the relationship is increasingly negative as the class size increases." They also recognize that the available research "does

---

[1/] Mary D. Keyserling, Windows on Day Care, A Report Based on the Findings of the National Council of Jewish Women, New York, 1972, p. 60

[2/] Proposed 1972 Day Care Interagency Requirements (draft), Office of Child Development, Department of Health, Education and Welfare, 1972.

not yet tell us which is the most desirable ratio of staff to child but every indication is that, the younger the child, the smaller the ratio should be."[1] The study also mentions how staff ratios are reported in gross ways and frequently do not indicate the number of adults actually working with the children. In a Head Start study, a random sample of programs and the children served showed that the ratios were 1:15 in approximately 50% of the centers and 1:20 in another 35% of the centers.[2] This Westinghouse survey states that the estimates of average staff to child ratios nationwide are meaningless, partly because of the wide differences in individual center ratios and staffing patterns and partly because of the large number of part-time personnel. The MEEPS study[3] found very little experimental data in the literature linking specific developmental or educational outcomes with particular ratios of adults to children. They found no evidence about how these ratios should vary, if at all, with the level of education and professional training of the teachers or other adults in the classroom. Thus, no consensus has been reached on the matter of an optimal teacher/pupil ratio by early childhood experts.

---

[1] Chapman, J.E., and Lazar, J.B., A Review of the Present Status and Future Needs in Day Care Research, prepared for the Interagency Panel on Early Childhood Research and Development, November 1971, pp. 46-47.

[2] Westinghouse Learning Corporation and Ohio University, The Impact of Evaluation of Head Start, An Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development: Volume I, Text and Appendices A, June, 1969.

[3] Richard R. Rowe, Child Care in Massachusetts, Massachusetts Early Education Project, Prepared for the Massachusetts Advisory Council on Education, Harvard University, February 1972, p. 5-55.

Table 13 projects the number of teachers required for public preprimary educational programs in the United States for the years 1974 through 1980 and broken down by prekindergarten and kindergarten. The NPA-projected number of teachers is based on Tables 11 and 12. For these projections, the classroom teacher/pupil ratio for both prekindergarten and kindergarten is assumed to remain constant till 1980. The teacher/pupil ratio for prekindergarten is assumed to be 1/22, the ratio for kindergarten is assumed to be 1/44. These ratios are derived from the NCES report.[1]

According to the conservative enrollment projections, the projected number of public prekindergarten teachers needed in 1974 is 15,000. This number would increase to 21,000 in 1980. However, according to the optimistic enrollment projections, the projected number of public prekindergarten teachers would be 18,000 in 1974 and 26,000 in 1980.

A far greater number of teachers will be needed in public kindergarten programs. Using the conservative enrollment projections, the projected number for 1974 is 61,000 and for 1980, 67,000. Using the optimistic enrollment projections, the projected number of kindergarten teachers will be the same for 1974 - 61,000. However, this number will increase to 90,000 by 1980.

Demand for CDA's in Public Preprimary Educational Programs: 1974-1980

The utilization of CDA's in the public nursery schools and kindergartens faces the limitation that most state educational agencies require

---

[1] USDHEW, Office of Education, National Center for Educational Statistics, Statistics of Local Public School Systems, Fall 1969, Pupils and Staff, U. S. Government Printing Office, Washington, D.C., 1971, pp. 9-12.

TABLE 12

NUMBER OF CHILDREN SERVED AND NUMBER OF STAFF IN PREPRIMARY PROGRAMS OF LOCAL PUBLIC SCHOOL SYSTEMS: 1968-1969

	Year	Pre-Kindergarten	Kindergarten
STAFF	1968	1,516	55,509
	1969	2,456	56,734
	1970	3,125	62,572
PUPILS	1968	37,107	2,469,694
	1969	53,104	2,480,580
PUPIL/STAFF RATIO	1968	1:24	1:44
	1969	1:22	1:44

Source: USDHEW, Office of Education, National Center for Educational Statistics, Statistics of Local Public School Systems, Fall 1969, Pupils and Staff, U.S. Government Printing Office, Washington, D. C., 1971, pp. 9-12.

TABLE 13

PROJECTED NUMBER OF PUBLIC PREPRIMARY TEACHERS REQUIRED IN THE UNITED STATES: 1974-1980

(In Thousands)

	PRE KINDERGARTEN		KINDERGARTEN	
Year	Using Conservative Enrollment Projections	Using Optimistic Enrollment Projections	Using Conservative Enrollment Projections	Using Optimistic Enrollment Projections
1974	15	18	61	61
1975	16	19	62	62
1976	16	20	63	66
1977	17	22	64	72
1978	18	23	65	77
1979	19	25	66	83
1980	21	26	67	90

Note: The NPA projected number of teachers is based on Tables 11 and 12. The pupil/teacher ratio for prekindergarten is assumed to be 1/22, and the ratio for kindergarten is assumed to be 1/44, derived from the NCES report, Statistics of Local Public School System, Fall 1969, Pupils and Staff.

National Planning Association
September, 1973

teacher certificates (at the minimum, the bachelor's degree) for teaching in public institutions. Only Idaho does not presently require kindergarten teachers to hold certificates if the kindergarten is operated as part of the public school system. Nineteen states require teachers in publicly supported nursery schools to have certificates.[1]

Table 14 indicates the potential demand for CDA's in public preprimary programs from 1974 to 1980 for those states that do not presently require certification for their prekindergarten teachers. This potential demand would be reduced if the states presently not requiring certification moved in the direction of certification. The ratio of the child population of those states to the child population of the United States was applied to the demand for teachers in the United States to obtain the need for teachers in the states that do not presently require certification for preprimary teachers.

The potential demand for CDA's could come from increases in the teaching staff or from the replacement of normal turnover. A turnover rate of 8 percent was assumed.[2] The CDA's, however, would have to compete with elementary teachers for any openings.

---

[1] Stinnett, T.M., and G.E. Pershing, Manual on Certification Requirements for School Personnel in the United States, Washington, D.C.: National Education Association, No. 381-1180, 1977.

The nineteen states requiring certification are: Arizona, California, Colorado, Connecticut, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Nebraska, New Jersey, New York, Pennsylvania, Rhode Island, South Dakota, Washington, and Wisconsin.

[2] National Education Association, NEA Research Division, Teacher Supply and Demand in Public Schools, 1970, Washington, D.C., 1970.

TABLE 14

POTENTIAL DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN PUBLIC PREKINDERGARTEN PROGRAMS: 1974-1980

(In Thousands)

		1974	1975	1976	1977	1978	1979	1980
Number of Prekindergarten Teachers (All States)	C	15.0	16.0	16.0	17.0	18.0	19.0	21.0
	O	18.0	19.0	20.0	22.0	23.0	25.0	26.0
Potential Number of CDA's In Program at End of Year	C	1.0	1.9	2.7	4.1	5.4	6.8	8.2
	O	1.7	3.3	4.8	6.3	7.8	9.4	10.9
Marginal Demand for CDA's	C	1.0	1.0	1.0	1.6	1.6	1.8	1.9
	O	1.7	1.7	1.8	1.9	2.0	2.2	2.3
a. Increase in Staff	C	0.2	0.2	0.2	0.7	0.7	0.8	0.8
	O	0.8	0.8	0.8	0.8	0.9	1.0	1.0
b. Turnover Replacement	C	0.8	0.8	0.8	0.9	0.9	1.0	1.1
	O	0.9	0.9	1.0	1.1	1.1	1.2	1.3

Note: These estimates are developed from those states that do not presently require certification for their prekindergarten teachers. The "C" row is based upon conservative enrollment projections; whereas the "O" row is based upon optimistic enrollment projections. The possible demand for CDA's could come from increases in the teaching staff and from replacement of normal turnover. A turnover rate of 8% was assumed, see text for rationale. The CDA's, however, would have to compete with elementary teachers for any openings.

National Planning Association
September, 1973

The possible demand for CDA's in public prekindergarten programs ranges from a low of 1,000 in 1974 to a high of 1,900 in 1980 if the conservative enrollment projections are used. If the optimistic projections are employed, the low is 1,700 in 1974 and the high is 2,300 in 1980. The average marginal yearly demand for CDA's would be 1,400 under the conservative assumptions and 1,900 under the optimistic assumption. By the end of 1980, the potential number of CDA's in public prekindergarten programs is 8,200 under the conservative assumptions and 10,900 under the optimistic assumptions.

D. POTENTIAL DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN OTHER CHILD CARE

Sections B and C analyzed the demand for CDA's in Head Start programs and public school systems. In this section of the report, NPA will examine the potential demand for CDA's in "other child care programs". To the exclusion of Head Start programs and public preprimary educational programs, "other child care programs" are defined to include: private nurseries, private kindergartens, day care centers, and family day care homes.

Although the definition of "other child care" is clear, the statistical data representing"other child care" are not. This section of the report suffers from data deficiencies and redundancies. The data do not clearly and precisely differentiate among private preprimary educational programs, day care centers, and family day care homes, or even among Head Start programs and public preprimary educational programs. Consequently, significant double counting occurs in the data. NPA was unable to find any trend line data on day care center and family day care home enrollments.[1/] The Social and Rehabilitation Service maintains historical data[2/] on the grantees and/or licensing agency estimates of the

---

[1/] NPA examined many research reports containing data on child care arrangements, none of which provide trend line data. Some major sources examined are the following:

a) Child Care Arrangements of Working Mothers in the United States, Lowe and Spindler, 1965. This study independently sampled the noninstitutional, civilian population of the U.S., utilizing the services of the Current Population Survey of 1965. Approximately 35,000 occupied households were sampled, being selected from 375 areas of 701 counties and cities.

capacities of licensed or approved day care centers and family day care homes to care for children and use these as surrogates for actual enrollment, and as the basis for enrollment projections. NPA could not find meaningful data to use for its projections. Therefore, the SRS reported aggregates on annual capacity to care for children were used by NPA as the basis for the enrollment projections. The data deficiencies and redundancies will be presented in detail when the individual programs of "other child care" are discussed.

Conservatively, enrollment in private preprimary educational programs is expected to grow 23 percent from 1970 to 1980, or from 1,274,000 to 1,571,000. Private prekindergarten enrollment will expand from 762,000 to 974,000 and private kindergarten enrollment will increase from 512,000 to 597,000. To meet the 23 percent growth in enrollment, the

---

b) Day Care Survey-1970, Westinghouse Learning Corporation and Westat Research, Inc., 1971. The Westat study sampled U.S. families with annual income below $8000 during 1970. The sample consisted of 1812 households, with children under 9 and working and non-working mothers. Operation of day care centers, family day care homes and superintendants of school districts were also sampled.

c) Child Care Data Extract (Vermont-FAP Study), Mathematica, Inc., 1971. The population sampled was all households in Vermont. The sample drawn consisted of 12,781 households with low income families (FAP eligibles) and children under 12.

d) Analysis of a Survey of Current Child Care Practices, Parental Needs and Attitudes in Massachusetts, Massachusetts Early Education Project, 1971. The population sampled was all Massachusetts families with children 0-6, working and nonworking mothers. Sample consisted of 500 families.

e) Types of Day Care and Parents' Preferences, Final Report-Part VII, Day Care Policy Studies Group, Institute for Interdisciplinary Studies, Minneapolis, December 1971. This study analyzes survey data (utilizing existing sources) on parents' preferences for the various types of day care that exist as well as for individual day care services.

teaching staff of private preprimary educational programs will have to grow about 18 percent, or from 49,000 to 58,000. If the private preprimary educational programs move in the direction of CDA's, they could absorb an average of 8,000 CDA's a year from 1974 to 1980 to meet the increase in new teaching staff, the replacement of normal turnover, and the retraining of "underqualified" existing staff.

Under conservative assumptions, enrollment in licensed day care centers is expected to grow 50 percent from 1970 to 1980, or from 627,000 to 939,000. This growth is attributable to the expected demand for child care services due to the increase in working mothers with young children and the expected improvement in the licensing procedures of day care centers and family day care homes by the state welfare agencies. A 15 percent growth in the teaching staff will be needed to meet the rising enrollments. If strong pressure could be exerted on the day care centers to convince them to utilize CDA's and if the day care centers had the

---

f) Dual Careers, a longitudinal study of labor market experience of women conducted by Ohio State University, Center for Human Resources Research. It was conducted for the U.S. Department of Labor and published as Manpower Research Monograph No. 21, 1970. The study included in its survey questions which asked for the type of child care arrangements that would be used by women 30-44 years of age in the labor force with at least one child, by family size, poverty status, and color. This study also tried to assess the price/income elasticity for child care. Data is available on the daily cost of child care used by employed respondents, by number of children under six living at home, and by color.

[2/] USDHEW, Social and Rehabilitation Service, Program Statistics and Data Systems, NCSS, Children Served by Public Welfare Agencies and Voluntary Child Welfare Agencies and Institutions, U.S. Government Printing Office, Washington, D.C., March 1965-March 1971.

means to meet the CDA salary requirements, the day care centers could potentially use an average of 5,000 CDA's a year from 1974 to 1980.

Conservatively, family day care homes will also show a substantial increase from 1970 to 1980. The growth will be 71 percent, or from 147,000 to 252,000. Twelve thousand more family day care home operators will be needed to meet this growth. OCD is not planning to have CDA's used in family day care homes as a priority goal. Although the family day care homes would be least likely to use CDA's, they could absorb an average of 16,000 CDA's a year to meet the expansion of staff, replacement of normal turnover, and upgrading of existing staff, if such an improvement in staffing were decided upon.

Other Child Care Data

Data on enrollments in private preprimary educational programs were obtained from the yearly series, Preprimary Enrollment, October 1964-October 1971.[1/] Preprimary Enrollment data are the only source for trend line data on private preprimary enrollment figures broken down by pre-kindergarten and kindergarten for children aged 3 through 5. The same source provided historical enrollment data in public preprimary educational programs.

The Preprimary Enrollment data are derived from a household survey conducted by the Bureau of the Census as part of their October Current Population Survey. The survey covers a sample of 50,000 households distributed over 449 areas, comprising 863 counties and independent cities

---

[1/] USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment, October 1964-October 1971, U.S. Government Printing Office, Washington, D.C.

with coverage in all 50 states and the District of Columbia. The estimating procedure inflates the weighted sample so as to obtain U.S. totals. Since the figures are derived from sample data, they may differ from figures that might have been obtained from a complete census. In particular, sampling variation may be relatively large where the numbers shown are small.

The Preprimary Enrollment data have several shortcomings. First, not all private nursery school and kindergarten enrollment is included in the data; only the enrollment in private preprimary educational programs is represented in the private portion of Preprimary Enrollment data. The data are obtained from a sample of households. The survey relies on the head of the household to interpret whether his/her children are enrolled in preprimary programs, whether these programs are public or private, etc. A preprimary program was defined for the head of the households to be a set of organized educational experiences intended for children attending prekindergarten and kindergarten classes. By this operational definition of preprimary program, the enrollment in private nurseries and kindergartens not having an educational component would not have been included in the count of enrollment in private preprimary programs. How many private nurseries or kindergartens have no educational program, or at least are acknowledged by the head of households to have none, is impossible to state. Also, since the terms "prekindergarten" and "kindergarten" are used very generally by the populace, some children enrolled in day care centers may be listed as being enrolled in nurseries and kindergartens.

Second, the Preprimary Enrollment survey defines "public school" as any educational institution operated by publicly elected or appointed school officials and supported by public funds. This definition does allow the counting of a private preprimary educational program operating with some public funds under public preprimary programs. Consequently, the quality of the Preprimary Enrollment data depends to a large extent on the interpretation of instructions and definitions by the head of household. The questionnaire forms and the instructions used in the Preprimary Enrollment survey are contained in Appendix B.

Improved and more accurate preprimary enrollment data are essential to meet the needs of educational researchers and administrators. This will require the collection of more valid and reliable data from many sources in an integrated manner, so that representative data on preprimary enrollment are available for program planning and decision-making at national, state, and local levels. The coordinated data gathering system should not be limited to nursery schools and kindergartens, but should also collect information on a formal basis on family day care homes, day care centers, and other child care arrangements as well. Presently, the Preprimary Enrollment study is the only systematic source for enrollment information on private preprimary programs. NPA has learned that the Preprimary Enrollment survey will not be conducted after October 1973. This will leave a large gap, in that no systematic data collection system will be in operation on either the actual enrollment of children or upon actual staffing. HEW should take the necessary action to remedy this deficiency.

NPA found very little reliable data on day care centers (facilities providing child care for groups of seven or more children) and family day care homes (homes in which no more than six children are cared for, for compensation). In fact, no trend line enrollment data were evident. The Social and Rehabilitation Service, however, does collect on a yearly basis data on the number and capacities of licensed or approved day care centers and family day care homes.[1/] Since NPA was unable to find any trend line data on day care center and family day care home enrollments, the SRS historical data on the capacities of licensed or approved day care centers and family day care homes were used as surrogates for enrollment and were made the basis for enrollment projections.

The use of SRS data has many shortcomings. First, the data includes only licensed or approved day care centers and family day care homes. In addition, it is estimated that a considerable portion of children are served by unlicensed facilities. Westat Research estimates that less than 2 percent of family day care homes are licensed, as compared to 90 percent of day care centers. "Family day care homes are generally unlicensed and unsupervised by any governmental or social agency. Hundreds of thousands of children, including those whose fees are paid by government funds, are cared for in these homes, about which very little is known."[2/] No study has assessed with any reliability the extent of unlicensed child care. Such a study should be undertaken.

[1/] USDHEW, Social and Rehabilitation Service, Program Statistics and Data Systems, NCSS, Children Served by Public Welfare Agencies and Voluntary Child Welfare Agencies and Institutions, U.S. Government Printing Office, Washington, D.C., March 1965-March 1971.

[2/] Westat Research, Inc., Day Care Survey-1970, Prepared for: Evaluation Division, Office of Economic Opportunity, Washington, D.C., 1971, p. vii.

Second, capacity figures do not necessarily correspond to enrollment figures. NPA found in its survey of licensed child care facilities in the state of Texas that the stated capacity was nearly always larger than actual enrollment. If SRS capacity data are equated with enrollment, it is estimated that 627,000 children were served on a full- and part-time basis by licensed day care centers in 1970. For the same year, Westat estimated that 575,000 children received full-day care in day care centers.[1/] It is impossible to judge how comparable the two sets of figures are.

Third, if NPA's Texas experience is any indication, the SRS data include private (although many receive public funds) nurseries, kindergartens, and Head Start programs. Therefore, the SRS data would overlap with the other data used in the supply/demand analysis.

And fourth, the accuracy of the SRS data could be questioned. SRS receives their data from the state welfare agencies, which are responsible for licensing day care centers or family day care homes. After examining the most recent list of licensed child care facilities in Texas, NPA found a significant number of facilities which had ceased operation at least three years prior to compilation of the list. The Texas State Welfare Agency is supposed to reexamine each licensed facility every four months.

Private Preprimary Enrollment: 1964-1971

Table 15 provides the number of children served by private preprimary educational programs in the United States, broken down by prekindergarten

---

[1/] Westat, Ibid., p. vii.

TABLE 15

NUMBER OF CHILDREN 3 TO 5 YEARS OF AGE SERVED BY PRIVATE PREPRIMARY EDUCATIONAL PROGRAMS IN THE UNITED STATES: 1964-1971
(In Thousands)

	1964	1965	1966	1967	1968	1969	1970	1971
Total Number of Children in U.S. Ages 3-5	12,496	12,549	12,486	12,242	11,905	11,424	10,680[1]	10,293[1]
Enrolled In Private Preprimary Schools Ages 3-5	842	989	1,068	1,095	1,098	1,184	1,274	1,303
Private Prekindergarten	380	393	473	484	554	615	762	747
Private Kindergarten	462	596	595	611	544	569	512	556

Source: USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment Trends of Children under Six: 1964-1968, and Preprimary Enrollment, October 1970 and October 1971, U. S. Government Printing Office, Washington, D. C.

[1] U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 470, "Projection of the Population of the United States, by Age and Sex: 1970 to 2020," U.S. Government Printing Office, Washington, D.C., 1971, pp. 40-41.

National Planning Association
September, 1973

and kindergarten for the years 1964 through 1971. While the population of children aged 3 throuth 5 declined dramatically during this time span, the number of enrollees in private educational programs for this age group grew annually 6.5 percent, or about 55 percent from 1964 to 1971. During this time, private prekindergarten expanded 97 percent at an annual rate of 10.2 percent, while kindergarten grew only about 20 percent at an annual rate of 2.7 percent. Private prekindergarten increased from 380,000 to 747,000, while private kindergarten went from 462,000 to 556,000. Private kindergarten, for those years, has been about 5 percent of the total number of children in the U.S. aged 3 through 5.

Private Preprimary Enrollment Projections: 1972-1980

Table 16 provides NPA's private preprimary enrollment projections for the years 1972 through 1980, broken down by prekindergarten and kindergarten. A conservative (C) and an optimistic (O) set of projections are given. In 1970, the proportion of children aged 3 through 5 enrolled in private preprimary programs was about 12 percent. NPA projects that this proportion will increase slightly by 1980, to 13 percent for the conservative model and 16 percent for the optimistic one. No difference is assumed between the conservative and the optimistic projections until 1976. The optimistic assumption is based on the consideration that substantially more public support will be forthcoming to child care after 1976.

Private prekindergarten enrollment is expected to increase 27 percent from 1972 to 1980, or from 769,000 to 974,000 under the conservative

TABLE 16

ENROLLMENT IN PRIVATE PREPRIMARY EDUCATIONAL PROGRAMS IN THE UNITED STATES: 1970-1980

(In Thousands)

	1970	1971		1972	1973	1974	1975	1976	1977	1978	1979	1980
Number of Children[1/] Ages 3-5	10,680	10,293		10,272	10,268	10,578	10,778	11,131	11,326	11,528	11,733	11,94
Private Preprimary Enrollment of Children Ages 3-5	1,274	1,303	C	1,283	1,306	1,345	1,380	1,422	1,457	1,494	1,533	1,57
			O	1,283	1,306	1,345	1,380	1,567	1,642	1,721	1,805	1,89
Private Prekindergarten (Nursery) Enrollment	762	747	C	769	792	816	840	865	891	918	946	97
			O	769	792	816	840	899	962	1,029	1,101	1,17
Private Kindergarten Enrollment	512	556	C	514	514	529	540	557	566	576	587	59
			O	514	514	529	540	668	680	692	704	71

[1/] U. S. Bureau of the Census, Current Population Reports, Series P-25, No. 470, "Projections of the Population of the United States, by Age and Sex: 1970 to 2020," U. S. Government Printing Office, Washington, D.C., November 1971, pp. 40-41.

[2/] Source for 1970 and 1971 figures: USDHEW, Office of Education, National Center for Educational Statistics, Preprimary Enrollment, October 1970 and October 1971, U. S. Government Printing Office, Washington, D.C.

[3/] Figures for 1972-1980 are NPA projections. "C" stands for conservative projections, and "O" stands for optimistic projections.

National Planning Association
September 1973

assumption. The conservative model assumes a 3 percent annual growth rate for the time period. The expansion is based on the prediction of increased demand for child care, generated in part by the increase in working mothers. Optimistically, private prekindergarten enrollment would grow from 769,000 in 1972 to 1,178,000 in 1980, exhibiting a growth rate of 53 percent. These projections assume an annual growth rate of 7 percent after 1975. Whereas prekindergarten enrollment has been growing at an annual rate of 10.2 percent, the expansion stems from a very small base. NPA feels that this rate will not be experienced in the 70's. Private kindergarten is expected to increase only 16 percent from 1972 to 1980 or from 514,000 to 597,000 under the conservative assumption and 39 percent or from 514,000 to 716,000 under the optimistic assumption. Whereas private kindergarten enrollment has been about 5 percent of population of children aged 3 to 5 and is assumed to continue at this rate for the conservative model, for the optimistic model the rate is assumed to be 6 percent.

Private Preprimary Teaching Staff Projections: 1974-1980

Table 17 projects the number of teachers required for public preprimary educational programs in the United States for the years 1974 through 1980 and broken down by prekindergarten and kindergarten. For these projections, the teacher/pupil ratio for both prekindergarten and kindergarten is assumed to remain constant till 1980. The teacher/pupil ratio for prekindergarten is assumed to be 1/22; the ratio for kindergarten is assumed to be 1/44. Since no teacher/pupil ratios were found for private preprimary programs, the ones used for public preprimary programs were applied in the absence of accurate data.

TABLE 17

PROJECTED NUMBER OF REQUIRED PRIVATE PREPRIMARY TEACHERS: U. S. 1974-1980

(In Thousands)

		Prekindergarten	Kindergarten
1974	C	37	12
	O	37	12
1975	C	38	12
	O	38	12
1976	C	39	13
	O	41	15
1977	C	41	13
	O	44	15
1978	C	42	13
	O	47	16
1979	C	43	13
	O	50	16
1980	C	44	14
	O	54	16

Source: NPA projections.

Note: "C" stands for conservative projections, and "O" stands for optimistic projections. For the prekindergarten programs, a teacher pupil ratio of 1/44 was used; for the kindergarten programs, a ratio of 1/22 was used. Since no private preprimary ratios were available, public teacher/pupil ratios were used, see Table 12.

According to the conservative enrollment projections, the projected number of prekindergarten teachers needed in 1974 is 37,000. This number would increase to 44,000 by 1980. However, according to the optimistic enrollment projections, the projected number of prekindergarten teachers is 37,000 in 1974 and 54,000 in 1980.

The increase in the number of teachers needed in private kindergarten programs will be much smaller. Using the conservative enrollment projections, the projected number for 1974 is 12,000 and for 1980, 14,000. Using the optimistic enrollment projections, the projected number of private kindergarten teachers will be the same for 1974 - 12,000. But by 1980, this number will increase to 16,000.

Day Care Center and Family Day Care Home Enrollments: 1965-1980

Table 18 provides the number of licensed or approved day care centers and family day care homes and their respective capacities. Since no actual enrollment data were found for these types of child care facilities, the capacity figures were used as surrogates for enrollment figures. NPA realizes the shortcomings of using the capacity figures in lieu of actual enrollment figures. Day care center enrollment increased 152 percent from 1965 to 1971 and day care home enrollment increased 238 percent, but from a much smaller base.

Table 19 provides the projected size of licensed or approved day care center and family day care home enrollment from 1972 to 1980. The conservative projections assume an annual growth rate of 3 percent a year; the optimistic projections assume a 3 percent annual growth rate till 1975, a growth rate of 7 percent thereafter. Although the number of

TABLE 18

LICENSED OR APPROVED DAY CARE CENTERS AND FAMILY DAY CARE HOMES, NUMBER AND CAPACITY: U. S. 1965-71

(In Thousands)

	1965		1967		1968		1969		1970		1971	
	Number	Capacity	Number	Capacity	Number	Capacity	Number	Capacity	Number	Capacity	Number	Capacity
Day Care Centers	7.3	252.0	10.4	393.0	11.7	483.0	13.6	518.0	16.7	626.8	18.4	719.2
Day Care Homes	16.4	58.4	24.3	81.9	27.5	97.2	32.7	120.0	40.7	147.0	55.4	192.5

Source: USDHEW, Social and Rehabilitation Service, Program Statistics and Data Systems, NCSS, Children Served by Public Welfare Agencies and Voluntary Child Welfare Agencies and Institutions, March 1970, 1969, 1968, 1967, 1966, 1965.

National Planning Association
September, 1973

TABLE 19

PROJECTED LICENSED OR APPROVED DAY CARE CENTER AND FAMILY DAY CARE HOME ENROLLMENT: U. S. 1972-1980

(In Thousands)

		Day Care Centers	Day Care Homes
1972	C	741	198
	O	741	198
1973	C	763	204
	O	763	204
1974	C	786	210
	O	786	210
1975	C	810	217
	O	810	217
1976	C	834	224
	O	867	232
1977	C	859	231
	O	928	248
1978	C	885	238
	C	993	265
1979	C	912	245
	O	1,063	284
1980	C	939	252
	O	1,137	304

Source: NPA projections. Based upon: USDHEW, Social and Rehabilitation Service, Program Statistics and Data Systems, NCSS, Children Served by Public Welfare Agencies and Voluntary Child Welfare Agencies and Institutions, March, 1965, ..., March 1970.

Note: "C" stands for conservative projections and "O" stands for optimistic projections.

National Planning Association
September, 1973

working mothers that could use child care is increasing, the number of 3 to 5 year olds is decreasing till 1974, with a small growth thereafter. Some increase will accrue to expected improvement in licensing procedures by the states. But budgetary constraints will keep expansion at a minimum. Unfortunately, the SRS data are not restricted to 3 to 5 year old children, and include all age groups. No data are available on unlicensed child care.

Under the conservative assumption, the number of children enrolled in day care centers is expected to increase from 741,000 to 939,000 and the number of children enrolled in day care homes from 198,000 to 252,000. Under the optimistic assumption, the number of children enrolled in day care centers is expected to grow from 741,000 to 1,137,000 and the number of children enrolled in day care homes from 198,000 to 304,000.

Projected Number of Staff Needed in Day Care Centers and Family Day Care Homes: 1974-1980

Table 20 projects the number of teachers that would be needed in licensed or approved day care centers and family day care homes from 1974 to 1980. A teacher/pupil ratio of 1/40 , derived from Westat Day Care Survey,[1/] was assumed for the day care centers. A ratio of 1/3.5 was assumed for the day care homes, since historically the SRS data show that the capacity is about 3.5 times the number of family day care homes and each family day care home usually has only one staff member.

[1/] Westat Research, Inc., Day Care Survey - 1970, Prepared for the Office of Economic Opportunity, Washington, D.C., 1971, pp. 30, 62, and 71.

TABLE 20

PROJECTED REQUIREMENT FOR TEACHERS IN LICENSED OR APPROVED DAY CARE CENTERS AND FAMILY DAY CARE HOMES: U.S. 1974-1980

(In Thousands)

		Day Care Centers	Day Care Homes
1974	C	20	60
	O	20	60
1975	C	20	62
	O	20	62
1976	C	21	64
	O	22	66
1977	C	21	66
	O	23	71
1978	C	22	68
	O	25	76
1979	C	23	70
	O	27	81
1980	C	23	72
	O	28	87

Source: NPA projections, based upon SRS reports and Westat Day Care Survey of 1970. See text.

Note: "C" stands for conservative projections and "O" stands for optimistic projections. A teacher/pupil ratio of 1/40 was assumed for the day care centers derived from Westat Day Care Survey and a ratio of 1/3.5 was assumed for the day care homes, derived from SRS data.

National Planning Association
September, 1973

Under the conservative enrollment projections, the day care center teaching staff would expand from 20,000 in 1974 to 23,000 in 1980 and the day care home operating staff from 60,000 in 1974 to 72,000 in 1980. Optimistically, the day care center teaching staff would grow to 28,000 by 1980 and the family day care home staff to 87,000 by 1980.

Potential Demand for CDA's in Other Child Care Programs

Table 21 indicates the possible demand for CDA's in private preprimary programs in the United States from 1974 to 1980. The table is developed upon several assumptions. NPA was unable to find any turnover rate for private preprimary programs in the literature. Consequently, the turnover rate was assumed to be 8 percent, which is the rate for public elementary schools. Also, no information was found on the qualifications of private preprimary teachers. For illustrative purposes, half of the teaching staff of private preprimary programs was assumed to need upgrading. Furthermore, NPA assumed that there would be no certification restrictions in the states that would require the private preprimary teachers to have the bachelor's degree, as was the case for public preprimary teachers.

The employment of CDA's in private preprimary programs will depend upon many factors, such as: the demand for CDA's in other early childhood programs; the inclination of CDA's to work in private preprimary programs; the salary level for teachers in private preprimary programs; the supply of CDA's and other child care workers. How these factors will influence the use of CDA's in private preprimary programs remains yet to

TABLE 21

POSSIBLE DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN PRIVATE PREPRIMARY PROGRAMS: U.S. 1974-1980

(In Thousands)

		1974	1975	1976	1977	1978	1979	1980
Number of Teachers in Private Prekindergarten	C	37	38	39	41	42	43	44
	O	37	38	41	44	47	50	54
Possible Number of CDA's in Private Prekindergarten at End of Year	C	6	12	17	23	27	31	35
	O	6	12	19	26	33	39	45
Possible Marginal CDA Demand in Private Prekindergarten	C	6	6	6	7	6	6	6
	O	6	6	8	9	9	9	9
Increase in Staff	C	1	1	1	2	1	1	1
	O	1	1	3	3	3	3	4
Turnover Replacement	C	3	3	3	3	3	3	4
	O	3	3	3	4	4	4	4
Staff Upgrading	C	2	2	2	2	2	2	1
	O	2	2	2	2	2	2	1
Number of Teachers in Private Kindergarten	C	12	12	13	13	13	13	14
	O	12	12	15	15	16	16	16
Possible Number of CDA's in Private Kindergarten at End of Year	C	2	4	7	8	9	9	10
	O	2	4	9	10	12	12	12
Possible Marginal CDA Demand in Private Kindergarten	C	2	2	3	2	2	1	2
	O	2	2	5	2	3	1	1
Increase in Staff	C	0	0	1	0	0	0	1
	O	0	0	3	0	1	0	0
Turnover Replacement	C	1	1	1	1	1	1	1
	O	1	1	1	1	1	1	1
Staff Upgrading	C	1	1	1	1	1	0	0
	O	1	1	1	1	1	0	0

Source: NPA projections.

Note: "C" stands for conservative projections, and "O" stands for optimistic projections. The turnover rate was assumed to be 8 percent - same as for public elementary schools. Half of the teaching staff was assumed to need upgrading. See text for rationale.

be seen. However, Table 23 indicates the potential for use of CDA's in private preprimary programs if an effort is made to employ them. Under conservative assumptions, the average yearly marginal demand for CDA's in private prekindergarten is 6,100, ranging from a low of 6,000 to a high of 7,000. In private kindergarten, the average yearly marginal demand for CDA's is 2,000, ranging from a low of 1,000 to a high of 3,000.

Under optimistic assumptions, the average yearly marginal demand for CDA's in private prekindergarten is 8,000, ranging from a low of 6,000 to a high of 9,000. In private kindergarten, the average yearly marginal demand for CDA's is 2,300, ranging from a low of 1,000 to a high of 5,000.

By 1980, there would be 35,000 CDA's in private prekinderten under the conservative assumption and 45,000 CDA's under the optimistic assumption. In private kindergarten, however, there would be 10,000 CDA's under the conservative assumption and 12,000 under the optimistic assumption. The CDA's would cover the increase in staff, the replacement of normal turnover, and the upgrading of half the staff.

The possible demand for CDA's in day care centers and family day care homes is based on different assumptions. Since no turnover rate for day care centers and family day care homes was found in the literature, a 15 percent turnover rate was assumed. This is the rate identified for Head Start Program. NPA expects that this rate conservatively understates the actual turnover in day care centers and family day care homes.

The Westat Study found that almost 90 percent of the teaching staff in day care centers and family day care homes to be not qualified.[1] The bulk of the staff consequently would require upgrading and training as CDA's. Those who are credentialled and those who are recruited as CDA's would closely resemble in work attributes the classroom personnel in Head Start and will have similar turnover rate.

The employment of CDA's in day care centers and family day care homes will depend upon: the decision of the day care centers and family day care homes to employ CDA's; the clout the federal and state governments can exert upon the day care centers and family day care homes to utilize CDA's; the resources of the centers and homes to hire CDA's; the willingness of CDA's to work in day care centers and family day care homes; and also the supply of CDA's. Since only 8 percent of the day care centers and 11 percent of the family day care homes were supported by public funds in 1980,[2] the governmental clout would have to take the form of licensing requirements. The family day care homes are usually one person operations. Consequently, the use of CDA's in family day care homes will largely depend upon the willingness of CDA's to establish their own family day care homes.

Table 22 indicates the use of CDA's in day care centers and family day care homes. The average yearly marginal demand for CDA's in day care centers would be, under conservative assumptions, 5,100, ranging

---

[1] Westat Research, Inc., Day Care Survey - 1970, prepared for: Education Division, Office of Economic Opportunity, Washington, D.C., 1971, pp. 30, 62, and 71.

[2] SRS, Ibid., March 1970.

TABLE 22

POSSIBLE DEMAND FOR CDA'S IN LICENSED OR APPROVED DAY CARE CENTERS AND FAMILY DAY CARE HOMES: U.S. 1974-1980
(In Thousands)

		1974	1975	1976	1977	1978	1979	1980
Number of Teachers in Day Care Centers	C	20	20	21	21	22	23	23
	O	20	20	22	23	25	27	28
Possible Number of CDA's in Day Care Centers at End of Year	C	6	10	14	17	20	22	22
	O	6	10	15	19	24	27	28
Possible Marginal CDA Demand for Day Care Centers	C	6	5	6	5	6	5	3
	O	6	5	7	6	8	7	5
Increase in Staff	C	1	0	1	0	1	1	0
	O	1	0	2	1	2	2	1
Turnover Replacement	C	3	3	3	3	3	3	3
	O	3	3	3	3	4	4	4
Upgrading of Staff	C	2	2	2	2	2	1	-
	O	2	2	2	2	2	1	-
Number of Teachers in Family Day Care Homes	C	60	62	64	66	68	70	72
	O	60	62	66	71	76	81	87
Possible Number of CDA's in Family Day Care Homes at End of Year	C	16	29	42	52	61	70	72
	O	16	29	44	58	70	81	87
Possible Marginal CDA Demand in Family Day Care Homes	C	16	16	17	17	17	18	13
	O	16	16	19	21	21	22	19
Increase in Staff	C	2	2	2	2	2	2	2
	O	2	2	4	5	5	5	6
Turnover Replacement	C	9	9	10	10	10	11	11
	O	9	9	10	11	11	12	13
Upgrading of Staff	C	5	5	5	5	5	5	-
	O	5	5	5	5	5	5	-

Source: NPA projections, based upon SRS reports and Westat Day Care Survey of 1970. See text.

Note: "C" stands for conservative projections and "O" stands for optimistic projections. Only 10 percent of the existing staff was assumed to need no extra training. A 15 percent turnover rate was assumed, the equivalent rate found for Head Start, probably understated.

from a low of 3,000 to a high of 6,000. Under optimistic assumptions the demand would be 6,300, ranging from a low of 5,000 to a high of 8,000. In case of the family day care homes, the average yearly marginal demand for CDA's would under conservative assumptions be 16,300, ranging from a low of 13,000 to a high of 18,000. Under optimistis assumptions, the demand would be 19,100, ranging from a low of 16,000 to a high of 22,000.

By 1980, there could possibly be somewhere between 22,000 to 28,000 CDA's in day care centers and 72,000 to 87,000 CDA's in family day care homes. These CDA figures would cover the increase in staff, the replacement of turnover, and the upgrading of existing staff.

E. CONCLUSIONS

The main thrust of this task was to project to 1980 the potential demand for Child Development Associates in early childhood programs which serve 3, 4, and 5 year old children. As one of its first tasks, NPA identified the specific factors or subsystems which would have an impact upon the demand for CDA's, see Figure 1. Based upon a systems approach, the schema illustrates the complexities and the interdependence involved in the determination of the demand for CDA's. Besides being a function of the demand for and supply of child care (and consequently their subsystems), the demand for CDA's will be affected by: present and future legislative actions, states' child care licensing requirements, public support of CDA's, alternative staffing patterns of child care programs, certification of child care teachers, the salary and career expectations of CDA's, and the potential supply of CDA's.

Having delimited the parameters that would have to be incorporated in a CDA demand/supply projection model, NPA searched the literature for existing data on the factors affecting the demand for and the supply of CDA's. As the preceding text will attest to, NPA encountered serious data deficiencies, taking the form of incomplete, imprecise, and redundant data. For instance, to develop a plausible demand/supply model for child care, NPA needed data on the factors or subsystems affecting the demand/supply of child care. However, since data are not available for most of the factors on any trend basis, the impact of these factors could not be measured. Consequently, NPA projected enrollment in various child care programs by extrapolating past enrollment trends into the future. Of course, these

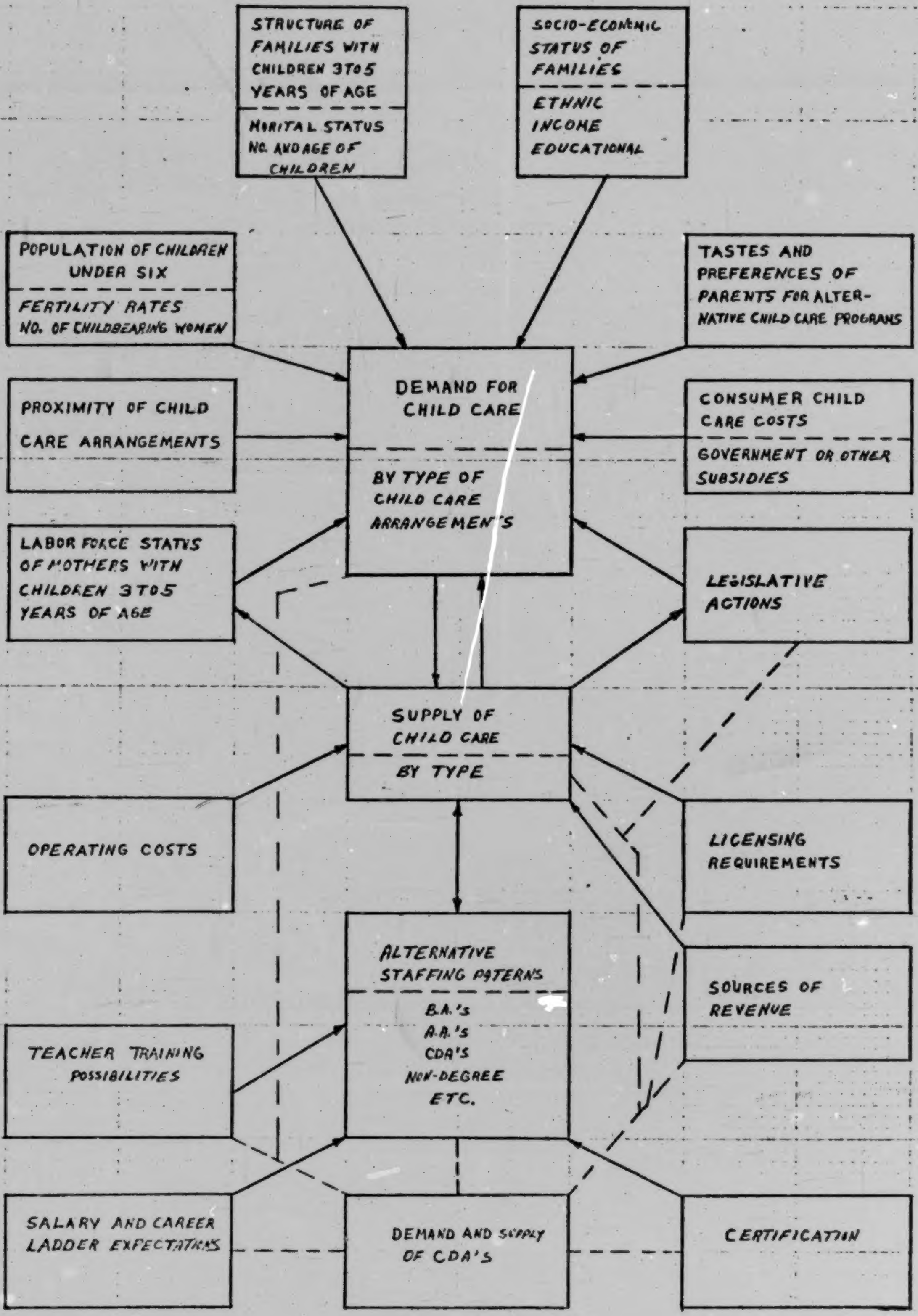

STRUCTURE OF FAMILIES WITH CHILDREN 3 TO 5 YEARS OF AGE
MARITAL STATUS
NO. AND AGE OF CHILDREN
SOCIO-ECONOMIC STATUS OF FAMILIES
ETHNIC
INCOME
EDUCATIONAL
POPULATION OF CHILDREN UNDER SIX
FERTILITY RATES
NO. OF CHILDBEARING WOMEN
TASTES AND PREFERENCES OF PARENTS FOR ALTERNATIVE CHILD CARE PROGRAMS
DEMAND FOR CHILD CARE
BY TYPE OF CHILD CARE ARRANGEMENTS
PROXIMITY OF CHILD CARE ARRANGEMENTS
CONSUMER CHILD CARE COSTS
GOVERNMENT OR OTHER SUBSIDIES
LABOR FORCE STATUS OF MOTHERS WITH CHILDREN 3 TO 5 YEARS OF AGE
LEGISLATIVE ACTIONS
SUPPLY OF CHILD CARE
BY TYPE
OPERATING COSTS
LICENSING REQUIREMENTS
ALTERNATIVE STAFFING PATTERNS
B.A.'s
A.A.'s
CDA'S
NON-DEGREE
ETC.
SOURCES OF REVENUE
TEACHER TRAINING POSSIBILITIES
SALARY AND CAREER LADDER EXPECTATIONS
DEMAND AND SUPPLY OF CDA'S
CERTIFICATION

FIGURE 1

FACTORS AFFECTING THE DEMAND AND SUPPLY OF CHILD DEVELOPMENT ASSOCIATES extrapolations were tempered sharply by professional judgements as to what the future will be like.

Thus, before a dynamic demand/supply model for CDA's (which would also take into consideration all of the factors affecting the demand for and the supply of CDA's) can be developed that would have any reliability, the data deficiencies should be eliminated. The projections presented in this report are sufficient for the short term planning and programming needs of OCD for the next two or three years.

Four early childhood programs -- namely, public prekindergarten, private prekindergarten, private kindergarten, and day care centers -- were identified as potential users of CDA's. The Head Start Program is a subset of the four mentioned programs. Tables 23, 24 , and 25 summarize the projected number of enrollees, the needed teaching staff, and the potential demand for CDA's in the early childhood programs. Enrollment in public prekindergarten, private prekindergarten, private kindergarten, and day care centers (including Head Start) is expected to conservatively increase 33 percent from 1970 to 1980, or from 2,233,000 to 2,966,000. A 21 percent growth in the teaching staff would be needed from 1974 to 1980 to meet the expanding enrollment. In order to meet the increased demand for teachers, to replace losses due to normal turnover, and to upgrade the existing staff, the four early childhood programs could absorb on the average 14,600 CDA's a year from 1974 to 1980.

For each of the programs, Figures 2, 3, 4, 5, and 6 illustrate graphically the number of teachers conservatively needed from 1974 to 1980 and the potential number of CDA's that would be part of the teaching staff. The rationale underlying these illustrations can be found in the preceding text.

TABLE 23

PROJECTED NUMBER OF CHILDREN AGED 3 TO 5 ENROLLED IN SPECIFIED EARLY CHILDHOOD PROGRAMS, BY PROGRAM: U.S. 1970, 1975, 1980
(In Thousands)

	1970	1975	1980	Percent Change from 1970 to 1980
Total Number of Children in U.S. Ages 3-5	10,680	10,778	11,940	12%
Total Enrolled in A, B, AND C[1/]	1,901	2,190	2,510	32%
A. Private Prekindergarten	762	840	974	28%
B. Private Kindergarten	512	540	597	17%
C. Day Care Centers	627	810	939	50%

[1/] Unknown portions of Head Start enrollees are included in the totals of rows A, B, and C. This is a consolidated table of the specified individual program tables, incorporating only the conservative projections of enrolles. Overlapping in the data is a strong possibility.

National Planning Association
September, 1973

TABLE 24

PROJECTED NUMBER OF TEACHERS REQUIRED FOR SPECIFIED EARLY CHILDHOOD PROGRAMS SERVING CHILDREN AGED 3 TO 5, BY PROGRAM: U.S. 1974, 1977, 1980

(In Thousands)

	1974	1977	1980	Percent Change From 1974-1980
Total Number of Required Teachers in Programs, A, B, C, D[1]	84	92	102	21%
A. Public Prekindergarten	15	17	21	40%
B. Private Prekindergarten	37	41	44	19%
C. Private Kindergarten	12	13	14	17%
D. Day Care Centers	20	21	23	15%
Head Start Program: Full-Year	18	18	18	--
Head Start Program: Summer	4	4	4	--

[1] Unknown portions of Head Start teachers are included in the totals of rows A, B, C, and D. This is a consolidated table of the specified individual program tables, incorporating only the conservative projections of teachers. Overlapping in the data is a strong possibility.

National Planning Association
September, 1973

TABLE 25

POTENTIAL MARGINAL DEMAND FOR CHILD DEVELOPMENT ASSOCIATES IN SPECIFIED EARLY CHILDHOOD PROGRAMS FOR CHILDREN AGED 3 TO 5, BY PROGRAM: U.S. 1974, 1977, 1980

(In Thousands)

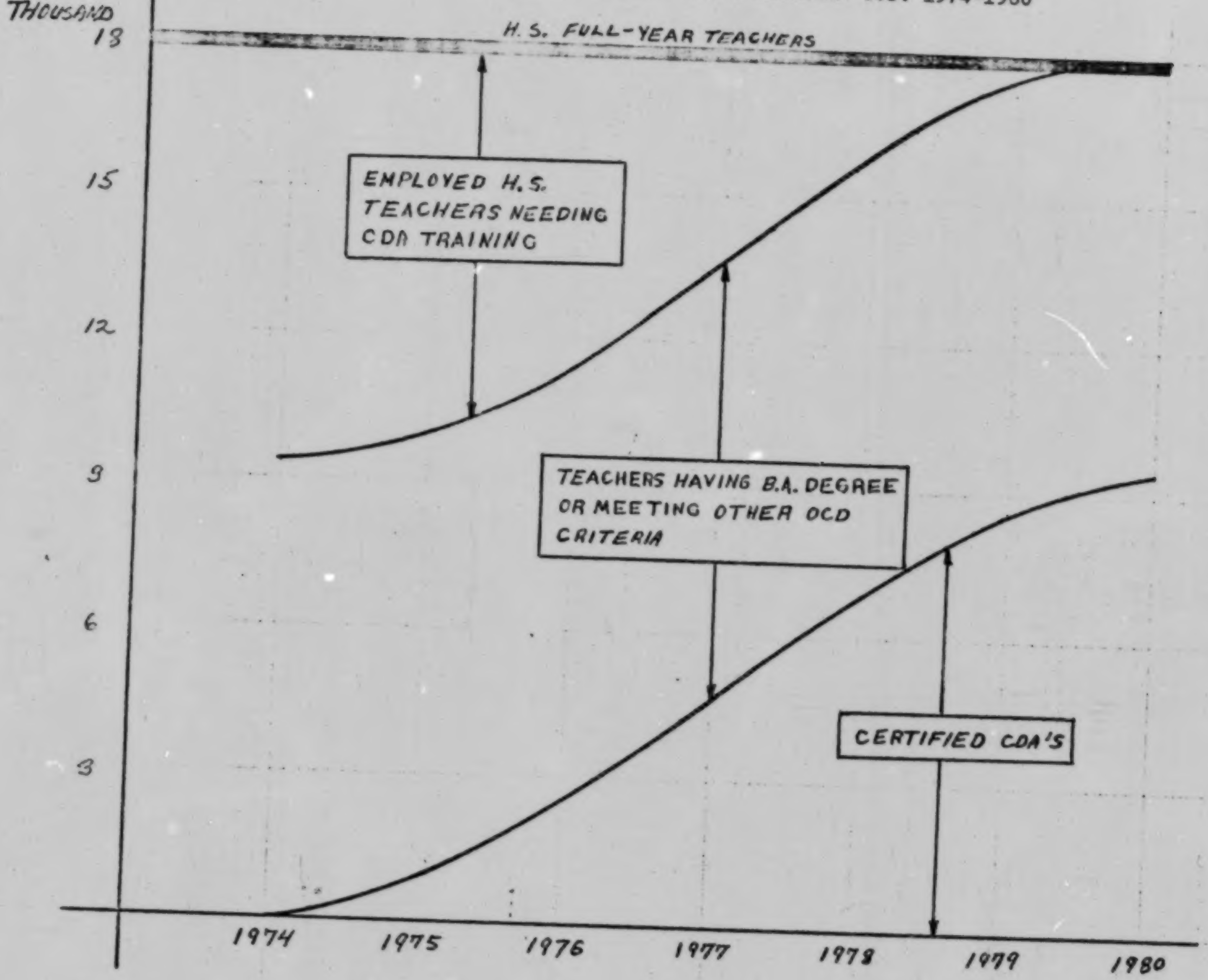
	1974	1977	1980	Average Yearly Marginal Demand For CDA's From 1974-1980
Total Marginal Demand for CDA's in Programs A, B, C, and D[1]	15.0	16.6	12.9	14.6
A. Public Prekindergarten	1.0	1.6	1.9	1.4
B. Private Prekindergarten	6.0	7.0	6.0	6.1
C. Private Kindergarten	2.0	3.0	2.0	2.0
D. Day Care Centers	6.0	5.0	3.0	5.1
Head Start Program: Full-Year	0.6	2.8	2.4	2.1
Head Start Program: Summer	0.2	0.1	0.1	0.1

---

[1] Unknown portions of potential Head Start CDA marginal demand are included in the totals of rows A, B, C, and D. This is a consolidated table of the specified individual program tables, incorporating only the conservative projections of the teachers. Overlapping in the data is a strong possibility.

National Planning Association
September, 1973

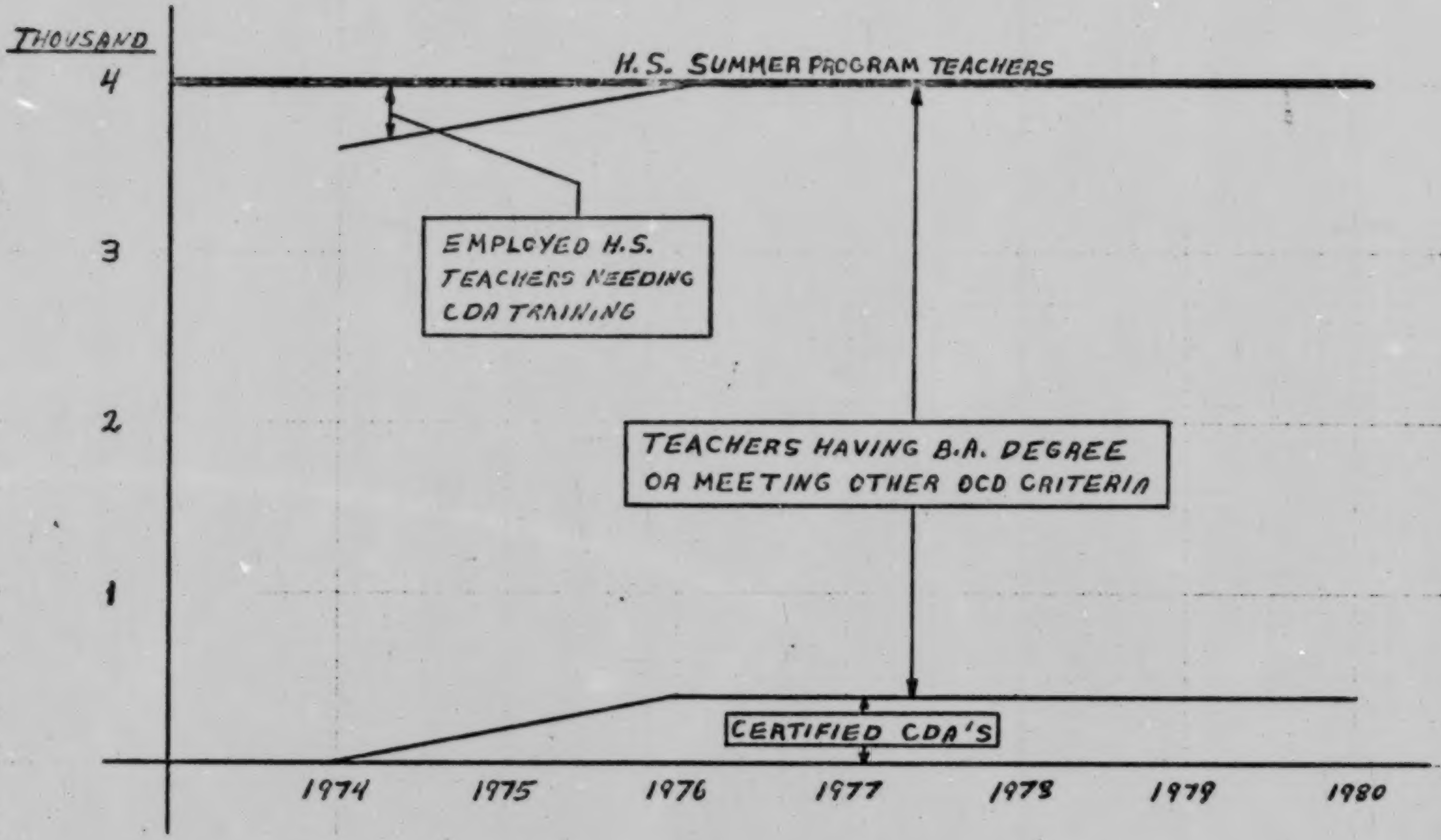
IN FULL YEAR HEAD START PROGRAM: U.S. 1974-1980



Note: Conservative projections.

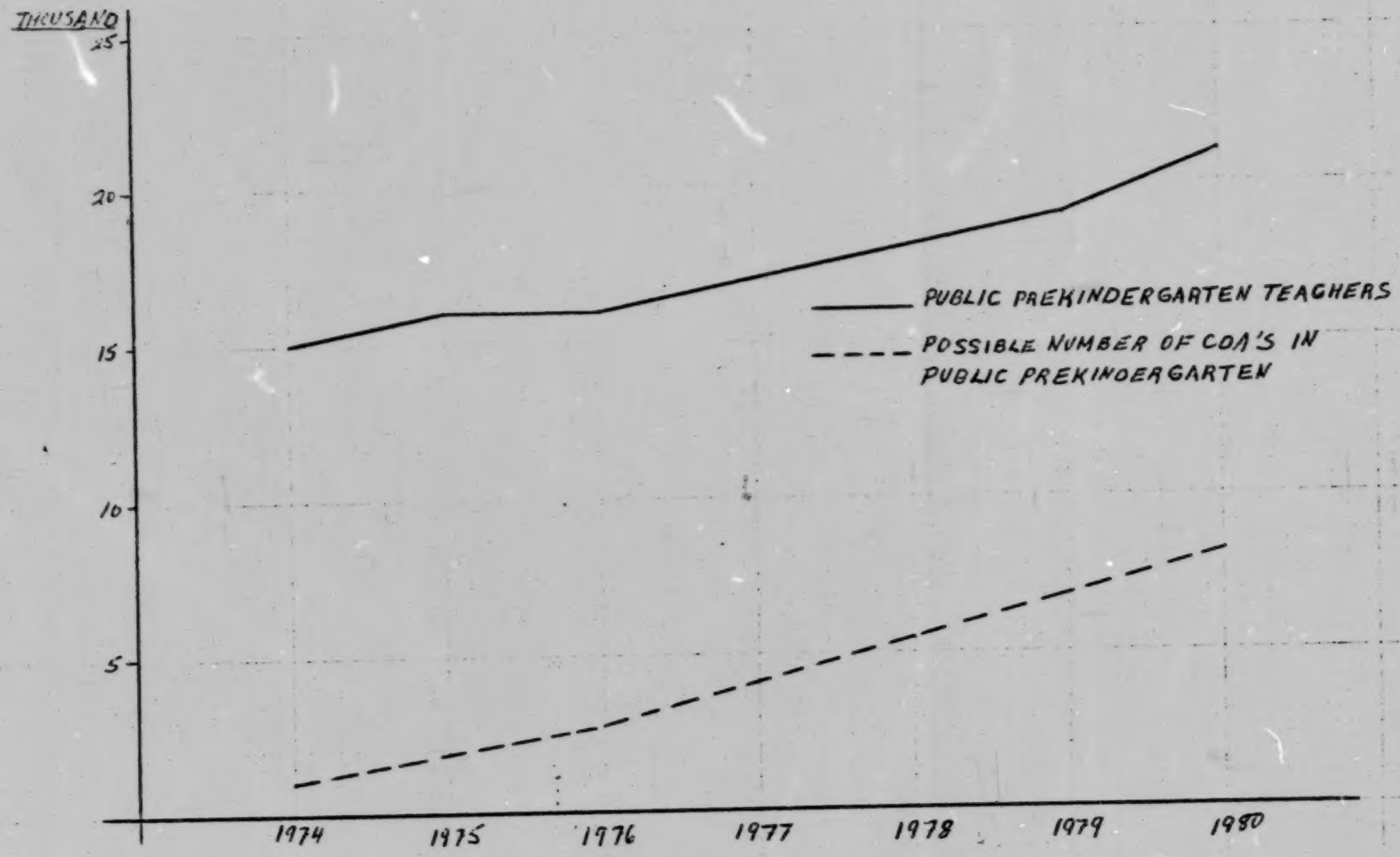
FIGURE 3

CHILD DEVELOPMENT ASSOCIATES AND OTHER QUALIFIED TEACHERS
IN SUMMER HEAD START PROGRAM: U.S. 1974-1980



Note: Conservative projections.

FIGURE 4
POTENTIAL USE OF
CHILD DEVELOPMENT ASSOCIATES
IN PUBLIC PREKINDERGARTEN



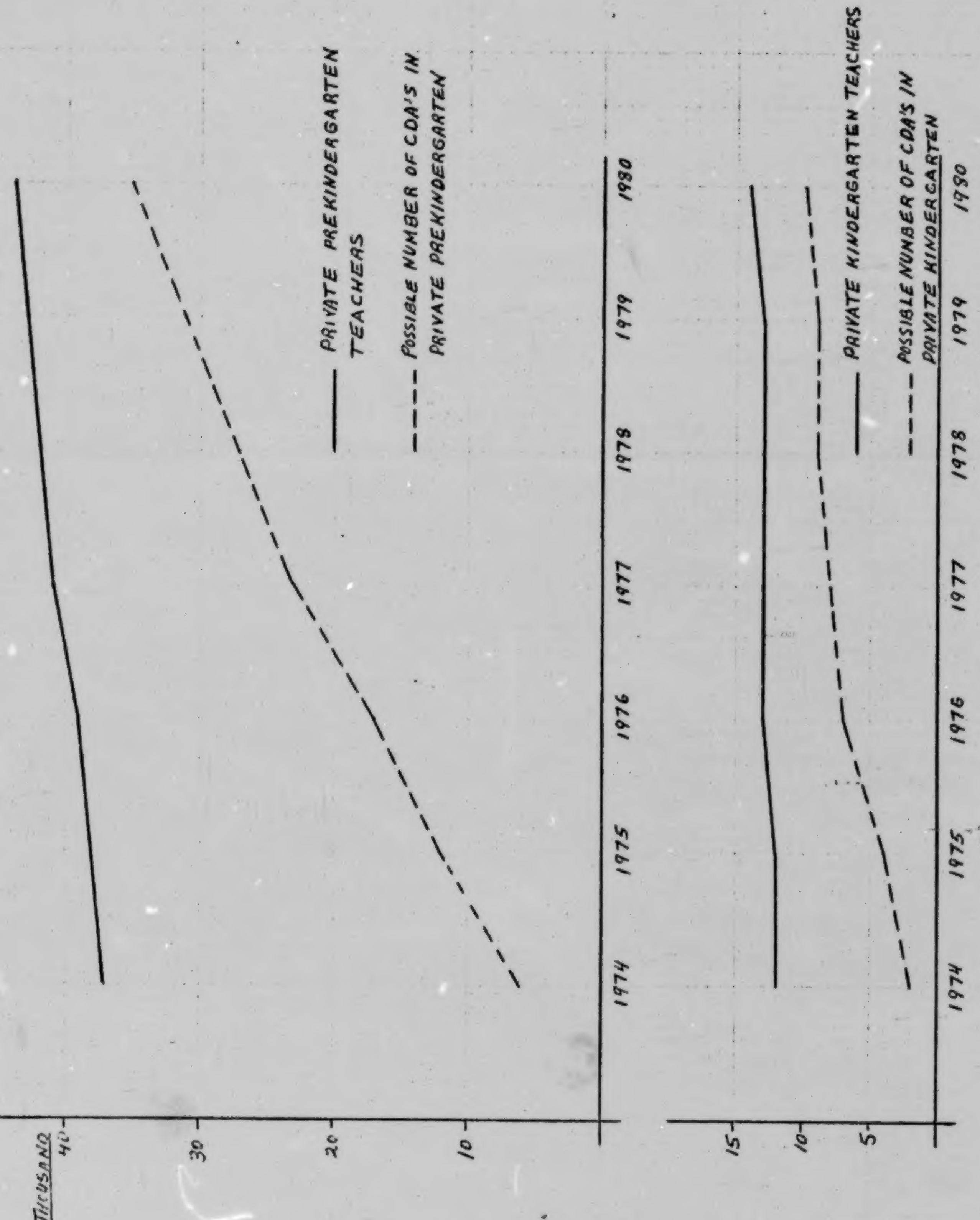
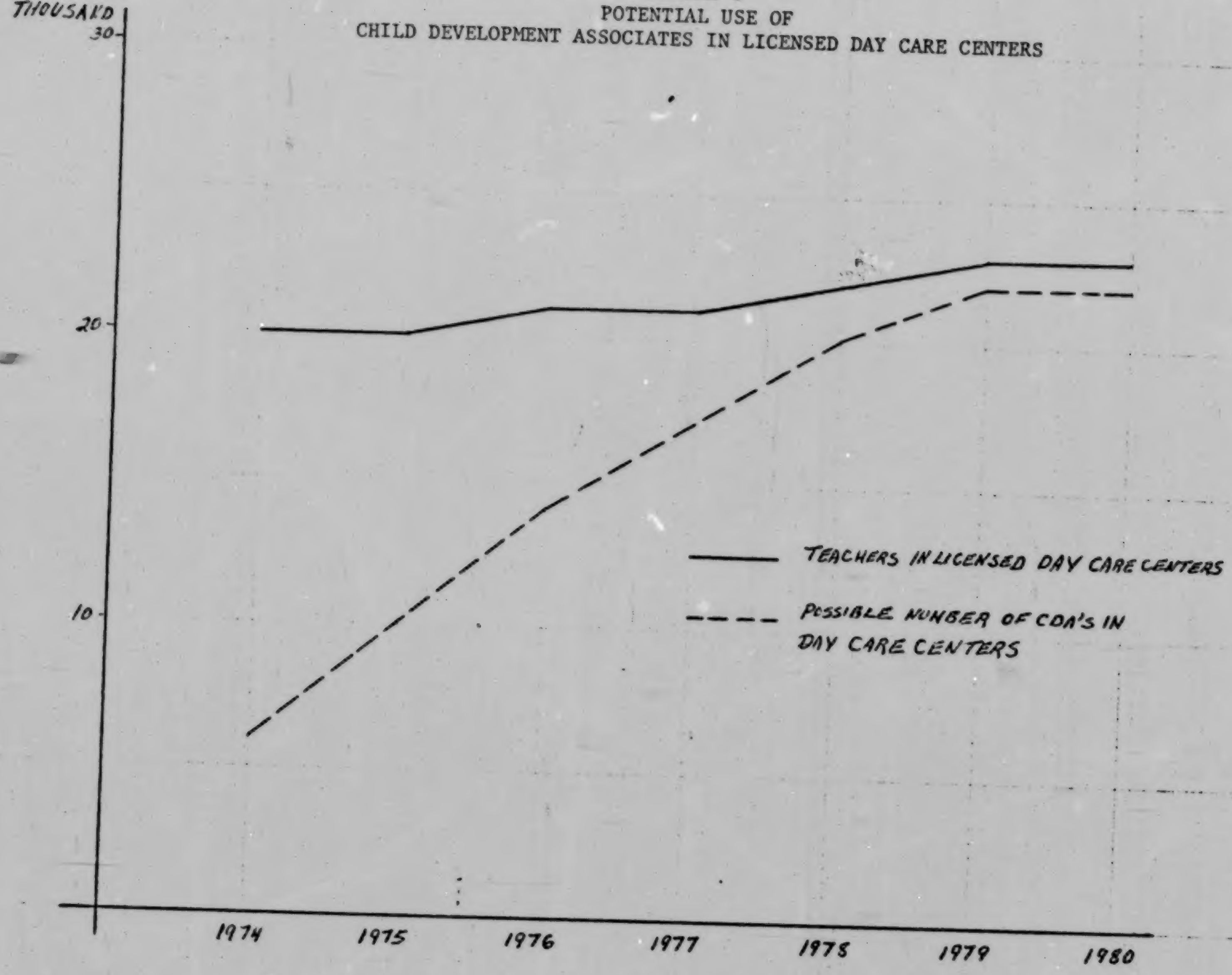

THOUSAND
40
30
20
10
1974
1975
1976
1977
1978
1979
1980
PRIVATE PREKINDERGARTEN TEACHERS
POSSIBLE NUMBER OF CDA'S IN PRIVATE PREKINDERGARTEN
15
10
5
1974
1975
1976
1977
1978
1979
1980
PRIVATE KINDERGARTEN TEACHERS
POSSIBLE NUMBER OF CDA'S IN PRIVATE KINDERGARTEN

FIGURE 6
POTENTIAL USE OF
CHILD DEVELOPMENT ASSOCIATES IN LICENSED DAY CARE CENTERS



CDA's will have to compete with other trained early childhood specialists for their positions in early childhood programs. In 1970, institutions of higher education in the United States conferred the following number of bachelor's, master's, and doctor's degrees in the areas of nursery, kindergarten, and early childhood education:[1/]

	B.A.	M.A.	Ph.D.
Nursery or Kindergarten Education	897	20	-
Early Childhood Education	5,041	629	13

[1/] USDHEW, National Center for Educational Statistics, Digest of Educational Statistics, 1971 Edition, U.S. Government Printing Office, Washington, D.C.

NATIONAL PLANNING ASSOCIATION

1785 MASSACHUSETTS AVE., N.W., SUITE 105, WASHINGTON, D.C. 20036 (202) 265-7685

1973

CHILD DEVELOPMENT ASSOCIATE
TRAINING PROGRAM

EVALUATION TASKS A-C

Submitted as partial fulfillment of the contract to provide planning and technical assistance to the CDA program.

Prepared by:

National Planning Association Staff

TABLE OF CONTENTS

Page

Task A. Child Development Associate Appraisal Guide III-A-1

Task B. The CDA Pilot Project On-Site Evaluation Guide III-B-1

Task C. The Child Development Associate Pilot Project Information System III-C-1

NATIONAL PLANNING ASSOCIATION

1785 MASSACHUSETTS AVE., N.W., SUITE 105, WASHINGTON, D.C. 20036 (202) 265-7685

July 1973

CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

EVALUATION TASKS

TASK A

INDIVIDUAL APPRAISAL GUIDE

Submitted as partial fulfillment of the contract to provide planning and technical assistance to the CDA program.

Prepared by:

Arnold Kotz, Project Director
Rory Redondo, Education Specialist
Laura Dittmann, Ph.D., Consultant
Barbara Miller, Research Assistant

National Planning Association
CDA Training Program
July 1973

CHILD DEVELOPMENT ASSOCIATE APPRAISAL GUIDE

Rationale

The Child Development Associate Appraisal Guide for CDA trainees was developed as a basis or framework for training programs to develop their own methods and instruments for entry and on-going appraisals. It can also be used as an aid in developing approaches to determine the trainee's readiness for presenting his/her[1] credentials before the CDA Consortium or any appropriate credentialing body.

The rationale for this framework stems from the basic objectives of competency-based training: placing a prospective CDA trainee in a training program based on her previous background and her current training needs, and allowing her to develop the CDA competencies at her own speed. The basic assumption of this approach is that the appraisal of the trainee should be based or built upon the competencies and that the plan of training, in whichever creative ways it has been developed, should afford a view at given points of training (initial and on-going appraisals) of how the trainee is progressing towards the acquisition of the CDA competencies.

An attempt was made to distill the major essence of the CDA competencies and personal capacities and to present this essence in a logical structure as an aid to developing brief and concise methods for appraisal. It has been designed as a flexible user's guide to appraisal depending on program needs. The users of this CDA Appraisal Guide might be:

---

[1] In order to avoid the awkward duplication of pronouns, the feminine gender will be used for trainees throughout this guide. It is not meant to offend male trainees.

(1) The CDA pilot training programs which need to conduct initial and on-going appraisals of the trainees for placement, individualizing of training, planning, and determining when completion of training has occurred and the trainee is ready to appear before the CDA Consortium or the appropriate body designated for credentialing. This approach could contribute to the development of a competency profile (recording purposes) for each trainee and for trainee-supervisor conferences.

(2) The HSST training institutions which are shifting over to CDA training and which will be concerned with developing their own particular programs together with concepts and a methodology for appraisal.

(3) The Head Start Training supervisors and directors for appraising staff members who are seeking further self-improvement through training programs like the CDA.

(4) Individuals who wish to relate their own backgrounds, needs, and aspirations to the CDA competencies as a basis for entering training and for assessing their own progress during training.

(5) Other training institutions and Child Development programs intending to incorporate the CDA competency-based training as part of their own training approaches.

Broad guidelines are provided the above users so that the framework would be applicable to a wide variety of programs and would not inhibit the creativity of institutions in developing more detailed appraisal instruments tailored responsively to their training programs. It was developed with an awareness for the CDA Consortium's primary assignment to develop the final assessment instrument for individual credentialing. Hopefully, this guide will contribute to the development, modification and/or refinement of appraisal instruments designed by project personnel to meet the specific needs of each individual training program.

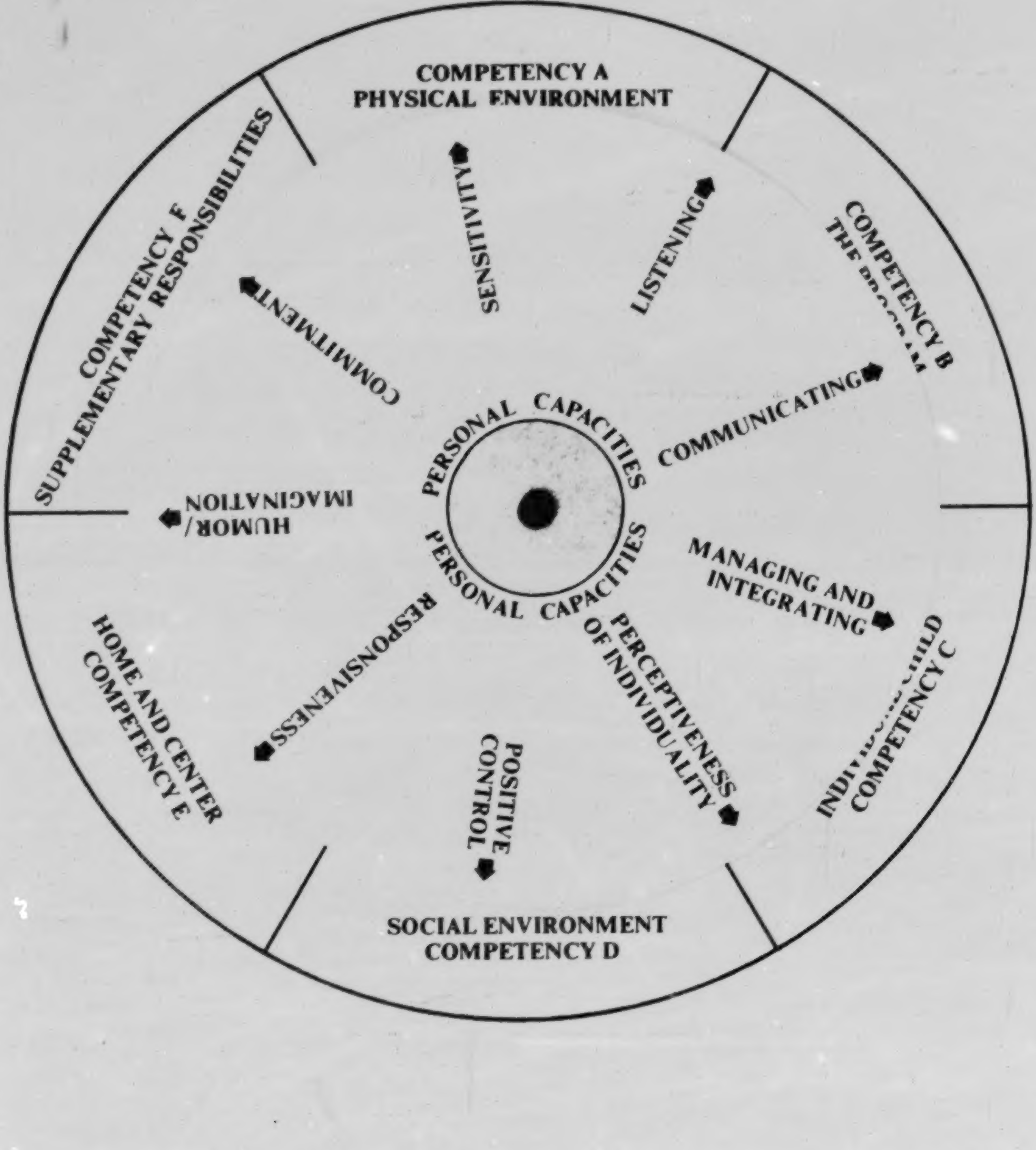
A Suggested View of the CDA Competencies as a Basis for Appraisal

The six major CDA comptencies and personal capacities are presented in the following structure (see Chart I, page 4) to allow a quick overview of all the competencies. The competencies were examined to identify the main concept referred to within each competency and to determine if the competencies covered distinct areas and if these areas added up to a meaningful summation. The result of this analysis shows that all six competencies attempted to cover six distinct, significant areas of concern in child growth and development. The seventh area, "Personal Capacities," appears as the core of all the CDA competencies and facilitates their synthesis and interrelationships. It should be noted that although the competencies cover six separate areas, they form an interrelated whole, each a part of the essential abilities of a competent professional working within a quality child development program.

If perceived in this manner, the user will hopefully derive a manageable approach to obtaining an understanding of the competencies in terms of the total CDA concept and the interrelatedness of its components. For the trainer it may aid in the delineation of the areas to be covered in the appraisal and in the development of training activities directly related to each competency. For the trainee it may mean a more direct method for matching her background with

Chart I

A GRAPHIC VIEW OF THE CDA COMPETENCIES AS A BASIS FOR APPRAISAL


COMPETENCY A
PHYSICAL ENVIRONMENT
COMPETENCY B
THE PROGRAM
INDIVIDUAL CHILD
COMPETENCY C
SOCIAL ENVIRONMENT
COMPETENCY D
HOME AND CENTER
COMPETENCY E
COMPETENCY F
SUPPLEMENTARY RESPONSIBILITIES
PERSONAL CAPACITIES
PERSONAL CAPACITIES
SENSITIVITY
LISTENING
COMMUNICATING
MANAGING AND INTEGRATING
PERCEPTIVENESS OF INDIVIDUALITY
POSITIVE CONTROL
RESPONSIVENESS
HUMOR/ IMAGINATION
COMMITMENT

NPA - JULY 1973

the CDA training program requirements. Each competency has been expressed as an important major area which can then be further developed or translated into a checklist of major areas and their sub-parts.

CDA Personal Capacities

There are nine personal capacities listed in the CDA Training Guide.[2] While the CDA competencies deal with the trainee's knowledge and experience necessary for working with children, the personal capacities deal with the trainee's effectiveness in relating to young children.[3] Applying the same approach used with the competencies, these capacities have also been expressed in briefer, umbrella-like terms. These capacities are referred to as follows:

Term	Capacity[4]
Capacity for:	
Sensitivity	To be sensitive to children's feelings and the qualities of young thinking
Listening	To be ready to listen to children in order to understand their meanings
Communication	To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children
Managing & Integrating	To be able to protect orderliness without sacrificing spontaneity and child-like exuberance
Perceptiveness of Individuality	To be differently perceptive of individuality and make positive use of individual differences within the child group
Positive Control	To be able to exercise control without being threatening

---

[2] CDA Training Guide, Office of Child Development, HEW, April 1973, p. 16

[3] Ibid.

[4] Ibid.

Term	Capacity
Capacity for:	
Responsiveness	To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures
Humor/Imagination	To bring humor and imaginativeness into the group situation
Commitment	To feel committed to maximizing the child's and his family's strengths and potentials

These personal capacities of the CDA should be viewed as the core underlying and affecting the trainee's acquisition of all the competencies. They then become an integral part of the CDA concept, instead of an area extraneous or in addition to the competencies, which might be the impression derived from their placement at the end of the competencies or from their separate listing after the competencies. The appraisal of the strengths and weaknesses of a trainee's capacities can therefore be covered under each competency area (where an individual is appraised for the capacities she has for each competency) or as a separate concern (where an individual is appraised for each capacity using the competencies as a basis for the appraisal). For example, an individual's sensitivity could be appraised through her competencies in developing the child's identity as a member of his sex, his family and his ethnic group (Competency C).

Checklist of CDA Competencies

After expressing the CDA competencies and personal capacities as interrelated parts of a total structure, an illustrative checklist of key concepts and behaviors was developed to show how the competencies may be broken down into units or sub-parts (see Chart II, column 1). Spelling out the major competencies in this

Chart II Individual Appraisal Guide

I

Checklist of CDA Competencies
Key Concepts and Behaviors

COMPETENCY A: PHYSICAL LEARNING ENVIRONMENT

Organization of Classroom, Equipment, and Materials

by dividing into functional areas (A1) *
by allowing for active and quiet areas (A4)
by organizing furniture, equipment and materials to facilitate learning (A2)

Health and Safety

(This component contains further sub-sets for illustrative purposes only.)

by promoting health and safety regulations (A5, A6)
- guarding against physical hazards
- using the best conditions for space, light, ventilation, heat, and other physical arrangements

by contributing to achievement of preventive health care (A9)
- promoting:
    - personal hygiene
    - nutrition education
    - medical education
    - dental education
    - mental health education

by providing for early intervention (A9)
- recognizing unusual behavior (e.g., handicapping conditions) and making referrals
- using community health resources
- providing for screening
- practicing first aid

Planned Arrangements or Schedules

by providing for active vs. quiet periods (A7)
by balancing indoor and outdoor activities (A7)
by responding to special needs of children and special educational opportunities (A8)
by modifying the arrangement of the classroom and materials appropriate to children's needs and the day's program (A8, A3)

Note Personal Capacities as related to Competency A.

---

*The notations in parentheses correspond to the number of the competencies in the CDA Training Guide.

A6A

I

Checklist of CDA Competencies
Key Concepts and Behaviors

COMPETENCY B: THE PROGRAM

Development of Intellectual Competence

by stimulating:
- observation (B3)
- experimentation and problem-solving (B7, B9)
- exploration and discovery (B1, B8)
- understanding of concepts and relationships (B6)
- knowledge of the physical environment & people (B12, B13)
- verbal mastery (B4)
- word and number recognition (B5)

Development of Physical Competence

by developing coordination in the child's use of his body (B2)

Development of Creative Expression

by utilizing art and other media (B10)
by developing the play impulse (B11)

Note Personal Capacities as related to competency B.

COMPETENCY C: INDIVIDUAL CHILD

Positive Identity

by developing the childs's identity as a member of his sex, his family and his ethnic group (C1)
by recognizing an individual child's growth in terms of his behavior (C2)
by including child's language (C4)

Individual Differences

by considering the child's style and pace of learning (C4)
by handling emotional conflicts (C5)
by identifying special needs (C6)
by providing tasks leading to mastery, success, and challenge (C7)
by evaluating progress of child (C8)

Note Personal Capacities as related to Competency C.

A6B

Chart II Individual Apprai

1 Checklist of CDA Competencies Key Concepts and Behaviors	2 Appraisal of Trainee	CDA G

COMPETENCY D: SOCIAL ENVIRONMENT

Fostering of Social Development

by providing pleasurable opportunities for playing and working (C1)
by creating an atmosphere conducive to emotional expression (C2)
by helping children learn the controls necessary for group living (C3)
by fostering appreciation of cultural variety (C4)

Note Personal Capacities as related to Competency D.

COMPETENCY E: HOME AND CENTER

Coordination of Home and Center

by using elements of ethnic backgrounds (E1)
by involving parents
- establishing relationships (E2)
- understanding priorities of parental values for children (E3)
- resolving disagreements between center and family (E4)
- using parents as resources (E5)

Note Personal Capacities as related to Competency E.

COMPETENCY F: SUPPLEMENTARY RESPONSIBILITIES

Staff Relations

by sharing observations of individual and group behavior (F1)
by coordinating efforts in planning (F2)

Management Functions

by acquiring a knowledge of center operations (F3)

Note Personal Capacities as related to Competency F.

PERSONAL CAPACITIES

Capacity for:
- sensitivity
- listening
- communicating
- managing and integrating
- perceptiveness of individuality
- positive control
- responsiveness
- humor/imagination
- commitment

A6a

l Appraisal Guide

CDA Training Program

3 CDA General Training Plan	4 Individualized Plan of Training	5 On-Going Appraisal			
		FIRST	SECOND	- - -	LAST

NPA - JULY 1973

manner was meant to give the user a suggested way of knowing what areas need to be covered per competency, and to show a basis for meaningful groupings within each competency. It should be noted that this checklist may be just one approach for looking at the competencies. For example, it could be used in its current form, revised to suit the user's needs, or used for developing or revising other checklists or approaches.

The checklist also forms the basis for the appraisal by the training institution of each trainee by:

(1) providing areas by which the trainee (her academic work, experiences, capacities, and training) could be appraised, allowing the user to identify areas where the trainee would require more training;

(2) allowing the user to compare these identified areas of trainee needs with the program's general plan of training activities (contributing to the design of an individualized plan of training for the trainee);

(3) providing a reference which could be used by the supervisor and trainee for reviewing the trainee's program of activities in relation to the CDA competencies and personal capacities.

Ways and Methods of Entry Appraisal

After obtaining a view of the competencies either through the checklist presented in this guide or through his own approaches, the user has to select the methods and instruments that will enable him to appraise the trainee in terms of the areas or units identified in the checklist. Brief descriptions of sample methods with their objectives and purposes are hereby presented to help the user select the methods or instruments that would be most appropriate for developing his entry appraisals:

1. TRAINEE RECORDS

Application form. The application form should be utilized as a means for deriving information on the trainee's background. Basic information, such as the following, could be gathered from the form:

a) personal information
b) need for child care arrangements
c) income level
d) how trainee found out about CDA training project
e) what features of the training program are attractive (the trainee may be asked to write a brief essay, varying from a paragraph to a page, describing why she would like to participate in the program or why she would like to become a CDA)
f) educational background (highest level of education, schools attended, college credits earned directly related to child psychology, education and social work, etc.)
g) professional certificates, if any
h) work experience (the present work situation, employment or employment preference, previous work experience by type, position and number of years).[5]

Other sources. These include recommendations, such as reference letters, and conversations held by the CDA appraiser with the trainee's supervisors or employers to find out the trainee's abilities, personality, performance, etc.

2. ORIENTATION

The orientation may be conducted, preferably, by the trainee's supervisor or by the director of her field center if the supervisor is unable to make this visit. The orientation may be conducted on an individual or a group basis. This type of activity may have the following goals:

(1) Explanation of the CDA concept so that the trainee becomes familiar with and understands the development of the CDA concept and how it differs from the traditional method of training.

---

[5] The above information is based on questions developed for the CDA Pilot Project Information System, the Trainee Application Form, a short two-page application form.

(2) Description of the CDA program in which the trainee is enrolling. The trainee needs to understand how the program works and what will be expected of her.

3. PERSONAL INTERVIEW

The major purposes of the interview should be to establish rapport with the trainee and to gain a first-hand impression of attitudes, goals, expectations, and personal capacities. It will also be used to clarify, when necessary, background information on the trainee derived from the application form and from oral and written references given by previous employers, teachers, etc. The following are three suggested approaches:

(a) Ask the trainee if she has any children. This may lead to a discussion of such topics as (1) child-rearing practices (including her expectations of the capabilities of infants and preschool children), (2) the effectiveness of rewards and punishments in learning, and (3) the role of the teacher in the classroom;

(b) Ask the trainee why she wants to enter the program and become a CDA. The supervisor may also wish to ask questions so that he may determine her tolerance for different opinions and for different ethnic groups. He may also try to determine her pride in her own ethnic group.

(c) Ask the trainee to discuss her academic background and her previous job experiences. If the trainee has had some child development or teaching courses, the supervisor may want to inquire about what was learned, and what was found interesting about them. This line of questioning may also lead to a discussion of the trainee's style and pace of learning. If the trainee has worked in a day care or preschool setting, the supervisor should ask her to delineate her duties and her likes and dislikes regarding her experiences. If the trainee has not had any day care or preschool work experiences, the supervisor may inquire if the trainee has done any babysitting or volunteer work with young children. Then the supervisor could ask her to describe her feelings about babysitting or working with young children. It should be noted that these preceding discussion topics are very broad and are only suggested as a base for open-ended discussions.

4. SELF-ASSESSMENT

Each trainee may be asked to assess herself in terms of one or all of the following areas:

(a) strengths and weaknesses in relation to the CDA competencies and to the personal capacities necessary for effectively dealing with young children. To accomplish this aim, the trainee may use the checklist of CDA competencies delineated in this paper. Or, the trainee may match her abilities with the criteria that indicate attainment of each competency, developed by the CDA training program.

(b) objectives, goals, and expectations of the CDA training program. This area could be assessed by asking the trainee to write short essays answering questions such as: (1) What are your immediate and long-term personal and professional goals? (2) How do you feel this type of training program will satisfy your goals?

(c) individual style and pace of learning. One way of approaching this topic would be to ask the trainee what methods or features of her previous training (e.g., HSST, college training, in-service, or high school training) did she find most effective. Another approach might be to design a checklist describing various styles and methods of learning so that the trainee could check off her preferences.

The results of self-assessment should enable the trainee to obtain a realistic view of herself in relation to the CDA competencies and its training concepts. Furthermore, the information could be utilized by the trainee in describing her needs to the supervisor and other program staff. It would provide valuable insight into the training program and help in the development of an individual plan of training.

5. OBSERVATION

Observations of the trainee permit a direct view of trainee performance in classroom situations. In utilizing this method, the user should ensure that:

(a) the trainee is aware of the date and time of the observation and is aware of its purposes;

(b) the observations are made by a trained observer who can focus upon trainee's behavior and come up with a workable view of both strengths and weaknesses;

(c) a feedback session is always conducted to clarify and discuss the observation findings in a positive manner.

There are various methods of conducting observations depending upon purposes and resources such as the amount of time, staff and materials which could be alloted for the activity. For example, the CDA training program supervisor or Head Start director visits the classroom of the trainee and observes any on-going activity. The trainee(s) is informed beforehand and briefed on purposes of the visit. Observing teaching routines as they occur permits the observer to appraise the trainee in a variety of situations, depending on how the trainee actually sets up her classroom. It may be the case where the trainee sets up several areas and on-going activities at a time. The observer may then pick out the elements needed for the appraisal, as indicators of the trainee's abilities or weaknesses. This type of observation could also be utilized for appraising a trainee at the lab school used by the CDA training program.

Under a more structured setting, the trainee may be asked to perform one or two activities chosen by the supervisor that would show the trainee's knowledge of several competencies. For instance, the trainee could be asked to plan and hold a story-telling session with the children. The observer can note such areas as the trainee's ability (1) to modify the arrangement of the classroom and materials appropriate to the children's needs, (2) to stimulate the children's observation, discovery, problem-solving abilities, and (3) to develop the child's positive identity. The observer can also note the trainee's impact upon children—her personality, voice, and manner.

This form of observation may also be included when the observer is noting teaching routines. It is preferable to conduct several observations of every trainee over a period of time since a more detailed impression of the trainee's strengths and weaknesses can be derived. However, circumstances may only permit one or two observations. If time is really limited, it may only be possible to observe the trainee in a structured situation such as the one described above.

Videotaping. This method brings an added valuable dimension to effective observation. This observation method of taping the trainee's behavior for reviewing and playback purposes has a number of advantages. This feature allows the supervisor to focus upon one aspect of the filmed observation at a time and replay the tape for additional appraisals of trainee performance or revision of notes taken during the original observation. It also allows observers other than the immediate supervisor of the trainee to react to the trainee's performance for a more objective appraisal. The videotape can, in turn, be used by the trainee in the feedback conferences to better identify areas where the trainee would need improvement. In addition, the trainee could view the tapes for self-assessment purposes and for describing to her supervisor areas needing improvement. If conducted at regular intervals during the trainee's program, a viable progress record may also be developed by the appraiser of the trainee.

The activities described under the method of observation in this guide could be the very activities that could be videotaped. When used as a tool for indirect observation, videotapes of activities performed by individuals other than the trainee could be used to test trainee reactions to certain concepts. The tape could show a teacher going through an arts and crafts activity with a group of five-year olds. By asking pertinent questions, the supervisor could appraise the trainee's knowledge of child development concepts, teaching methods and attitudes. Thus when viewed in proper perspective as a tool for achieving reliable observation, videotaping becomes an effective means of appraisal.

6. FEEDBACK CONFERENCE

This method may be used at several points during the entry appraisal. It may be used after each observation of the trainee, for example, to highlight the major findings of the supervisor and discuss the reactions of the trainee to her own performance and the observation activities. It may also be used as a review or recap of all the entry appraisal results, allowing the supervisor to focus upon particular aspects of the trainee's appraisal. The major purposes of this conference are varied. The supervisor could discuss the strengths and weaknesses of the trainee that have been identified to date. The participants could also discuss the trainee's observation, self-assessment and suggestions on how her own goals could coincide with the CDA program activities or how the program requirements could be matched with her needs, considering her style and pace of learning, whenever feasible.

The results of the conferences should enable the supervisor and trainee to chart the general direction of the trainee's program. If used as a review of all the entry appraisal results, it should provide a starting point for the first of the on-going appraisals to be conducted after the trainee has begun her own program.

Development of Criteria or Indicators

The preceding section discussed ways to develop methods of entry appraisal. This section is concerned with the development of criteria for determining acquisition of CDA competencies and personal capacities. Specific criteria or yardsticks have to be developed by the appraiser to help him determine whether the trainee has achieved the competencies and personal capacities. The user could use the checklist in this Guide to identify the areas of each competency for which he will need to develop criteria. For example, under Competency A criteria may be developed for the following sub-units: Organization of Classroom, Equipment, and Materials; Health and Safety; and Planned Arrangements or Schedules. One way to develop specific criteria to determine if the trainee has achieved the competencies and personal capacities would be for the appraiser with a group of his colleagues to conduct brainstorming sessions in which they would discuss possible answers to the following questions:[6]

1) What would a trainee be doing that would cause you, the appraiser, to say she has finally achieved the competency?
2) Given a room filled with trainees, what basis would you use to separate them into two groups--those who have achieved the competency and those who have not?
3) How would you recognize the achievement of the competency when you saw it?
4) Think of someome who exhibits the competency (a model teacher, master teacher, or supervisor, etc.), what does she do or say that makes you willing to decide that she has it?

Criteria developed from these questions should be behaviors that can be readily identified or checked; criteria based on abstractions or on measures impossible to determine should be avoided.

After the development of the criteria, the user and his colleagues should set a reasonable or acceptable range of behavior within which the trainee should be performing. If the trainee's behavior falls within this acceptable range, then she will be appraised as having acquired the competency or personal capacity.

---

[6] Sources on evaluation: Mager, Robert F., "Goal Analysis," Lear Siegler, Inc., Education Division, Belmont, California, 1972; Tyler, ed., Educational Evaluation, New Roles and New Means," University of Chicago Press, Inc., Chicago, 1969; Wholey, ed., Federal Evaluation Policy, Analyzing the Effects of Public Programs, Urban Institute, Washington, D. C., June 1970; Evaluative Research, Strategies and Methods, American Institutes of Research, 1970.

Entry Appraisal of Trainee

At this stage of the appraisal, which may cover the period between the selection and beginning of actual training, it may not be feasible to develop and use appraisal methods and instruments that could yield detailed appraisal results covering each specific area within each competency or every aspect of placement. Considering the limitations of time, resources and staffing, the user should at least aim to accomplish the following objectives for the entry appraisal:

(a) derive a workable and useful impression of each trainee's background and what the trainee brings to the program;

(b) formulate a general view of each trainee's strengths and weaknesses in relation to several major areas, if not all areas, of the competencies;

(c) determine each trainee's goals and attitudes;

(d) develop a general view of each trainee's needs;

(e) begin selecting and planning the program activities that would be most beneficial to each trainee, considering each trainee's style and pace of learning, whenever feasible.

A way of relating these entry appraisal results to the major areas or sub-parts of the competencies (the checklist) would be to use column 2 of Chart II, which is provided for this purpose.

The CDA Program General Training Plan

Column 3 of Chart II is intended for the user to describe what is planned in the program for the CDA trainees in general. It should show the planned training activities and indicate "what is happening" in the training program in terms of training for the CDA competencies. This step is an essential one in that the user lays out the general plan of training (1) in relation to the competencies, and (2) in relation to the areas of needs identified in each trainee's initial appraisal.

Ways of proceeding through this step are varied. If the program is fairly well structured, the user could informally enter cross references, codes, or abbreviated statements outlining how the program plans to train for the competencies. For example, he may describe methods or activities in brief, narrative form. However, there may be some CDA training programs that do not have highly structured training plans or preplanned activities. They may be developing the training strategies as the program unfolds, using feedback from the trainees and supervisors on what training areas need to be covered, strengthened or limited, as the case may be. In the light of this situation, describing the training program may be difficult because of the dynamic process involved in developing and revising training activities. Therefore, the user may not be able to write logical and exact descriptions of the field or academic training activities. Or the training activities may have been designed to train for a combination or a group of the competencies, requiring a repetitious and involved method in relating each activity to each competency. Therefore, as the user helps to design and revise the trainee's individualized program, he may have to use a copy of the most recent plan of training as a guide for his ready cross-reference to the appraisal instrument. The user, however, must always be aware that a close and direct relationship should exist between the competencies (as the training objectives) and the training activities (the means of achieving the objectives).

The Individualized Plan of Training

There are various ways of individualizing the trainee's program plan. Column 4 could show, for example, how the trainee could be placed in the program--what activities derived from the general training plan could be chosen to begin the program of the trainee. The following are some suggested ways for individualizing trainees' programs:

1) Under field activities, the trainees could be differentiated according to:
   (a) the type and nature of the activity, e.g., microteaching at a learning center vs. field trips to a day care center;
   (b) the amount of supervision and independent learning allowed the trainee, e.g., observing of master teacher vs. planning of activities and actual teaching;
   (c) the estimated amount of time the trainee needs to finish the activity based upon trainee's pace and style of learning.
2) Under academic activities designed to support the field activities and vice versa, the trainee could be differentiated by:
   (a) exemption from planned courses or offerings;
   (b) assignment of different tasks, e.g., special reports, projects within the same course;
   (c) designing courses, as the training progresses, based on individual or small group needs.

The On-Going Appraisal

There is no hard and fixed rule for the number of on-going appraisals of each trainee. Column 5 shows,for illustrative purposes only, two appraisals per trainee, with a third on-going appraisal marked "last." The user can select the most appropriate frequency, dates, methods, and staff to conduct these appraisals.

The on-going appraisal should be more specific and detailed than the general overview of the trainee obtained by the user in the initial appraisal. It is expected that by this time, the program will have had more opportunities to observe and appraise the trainee. Those conducted after the trainee has begun training, should show this fact. The results may show that a wider coverage of the competencies, or an indepth coverage of some of the competencies, has been used in appraising the trainee and that a more concrete view of the trainee's strengths and weaknesses in relation to criteria or indicators used to appraise acquisition of the competencies and the specific training activity goals have been obtained. The results of these appraisals, however, should reflect the following objectives:

(a) a consideration of the feedback from the trainees on their feelings regarding the training program and how it is meeting their expectations and needs;

(b) how each trainee is progressing towards achieving the CDA competencies;

(c) a knowledge of the effectiveness of the individual training plans and what other program activities should be planned or changed to fit trainee needs;

(d) supervisor recommendations;

(e) solutions to problems of logistics like scheduling, field experience, arrangements, etc.

Last Appraisal

The last appraisal should reflect the decision of the program evaluator that the trainee has completed training and has achieved the competencies and is ready to undergo credentialing before the CDA Consortium or the appropriate body designated for credentialing purposes. It may have started as an on-going appraisal wherein the trainee is found to be at a point where he can demonstrate all the competencies and has complied with all the training requirements. The results, however, should relate to all of the trainee's previous appraisals so that a logical view showing how the trainee has progressed from the initial placement in the training program to the completion of the training could be obtained.

NATIONAL PLANNING ASSOCIATION

1785 MASSACHUSETTS AVE., N.W., SUITE 105, WASHINGTON, D.C. 20036 (202) 265-7685

July 1973

CHILD DEVELOPMENT ASSOCIATE
TRAINING PROGRAM

EVALUATION TASKS

TASK B

THE CDA PILOT PROJECT ON-SITE EVALUATION GUIDE

Submitted as partial fulfillment of the contract to provide planning and technical assistance to the CDA program.

Prepared by:

Arnold Kotz, Project Director
Rory Redondo, Education Specialist
Laura Dittmann, Ph.D., Consultant
Susan Ginsberg, Consultant
Barbara Miller, Research Assistant

THE CDA PILOT PROJECT ON-SITE EVALUATION GUIDE

Table of Contents

Page

INTRODUCTION iii

PART I CHILD DEVELOPMENT ASSOCIATE PROGRAM GOALS AND OBJECTIVES III-B-1

PART II SITE VISITS III-B-4

PURPOSES OF SITE VISITS III-B-4

COMPOSITION OF THE VISIT TEAM III-B-7

ROLES AND RESPONSIBILITIES OF THE SITE VISIT PARTICIPANTS III-B-8

AGENDA OF ACTIVITIES III-B-12

PRE-SITE VISIT ACTIVITIES AND PROCEDURES III-B-12

PRE-SITE ACTIVITY 1: GATHERING AND REVIEWING BACKGROUND INFORMATION III-B-12

PRE-SITE ACTIVITY 2: SCHEDULING, TRAVEL AND ACCOMMODATION ARRANGEMENTS III-B-15

PRE-SITE ACTIVITY 3: TEAM PLANNING SESSION. . III-B-17

ON-SITE ACTIVITIES AND PROCEDURES III-B-18

EXIT, FOLLOW-UP AND REPORTING PROCEDURES III-B-19

PART III SITE VISIT FORMS III-B-22

FORM A - SITE VISIT INFORMATION REQUEST FORM III-B-23

FORM B - CHECKLIST OF SUGGESTED AREAS TO BE COVERED. III-B-24

FORM C - CDA PILOT TRAINING PROGRAM ON-SITE VISIT EVALUATION REPORT FORMAT. III-B-30

INTRODUCTION

This Guide is intended for the use of OCD and individuals assigned to the teams that will conduct on-site evaluations of the CDA Pilot Training Projects. The approaches set forth herein rest on the conviction that mutual cooperation is required between the visiting team as facilitators of program purposes and the training project staff and trainees. The Guide requires careful preparation on the part of each participant to gain an understanding of roles and activities to be undertaken to achieve effective site visiting. The goals and objectives of the CDA program and its sponsoring agency, OCD, have been prominently presented to allow the personnel conducting the site visits a full view of the program and its major key components. Procedures that are based upon an assessment of what could realistically be achieved during site visits have been developed to assist the participants to focus on essential program areas during the visiting activities.

An effort has been made to allow for flexibility, whereby users are encouraged to adapt the procedures to fit each site situation, since conditions will vary among projects. The general framework and considerations for attainment of the site visit purposes and objectives provide for structuring uniform open-ended instruments, including questions and items for use by team members. It is anticipated that team members would be trained in the use of the survey instruments and the training guide prior to the on-site visits.

The purposes of the on-site evaluation are to:

1. Determine the current status of the CDA pilot training projects;
2. Highlight the accomplishments of the projects in relation to goals;
3. Identify major problems, trends, and areas where improvement may be made;
4. Facilitate exchange of information leading to the improvement of all the programs;
5. Identify the best and most effective approaches to achievement of the CDA competencies to contribute a more efficient and large-scale replication of the CDA training programs to meet the anticipated demand for thousands of qualified CDA's in the near future.

This Guide would also be valuable and applicable to Head Start Supplementary Training or other child care personnel training programs.

Arnold Kotz
Arnold Kotz
National Planning Association
July 1973

PART I

THE CHILD DEVELOPMENT ASSOCIATE PROGRAM GOALS AND OBJECTIVES[1]

It is essential that all members assigned to conduct the on-site evaluation visits develop an understanding of the CDA program. Detailed below is a brief statement of the Child Development Program, its goals and objectives and a description of the CDA pilot training projects.

The Child Development Associate Program

The Child Development Associate project is an effort to provide the nation with a supply of professional personnel who are competent to guide the growth and development of preschool children in a variety of settings. It will give recognition and provide opportunities for training and formal credentialing to those persons presently working with young children in preschool programs. In addition, the CDA project will help produce the supply of competent child care workers necessary to meet manpower needs resulting from expansion of preschool programs and new welfare and child care legislation.

The basic purpose of the CDA program is to promote a system of training and credentialing for individuals working with preschool children and for those planning to enter the field. The CDA credential will not be based on courses taken or units acquired, but rather upon an individual's demonstrated competency to assume primary responsibility for the education and development of a group of young children. The specific goals of the program are to:

---

[1] The Child Development Associate, A Report on Program Development, Office of Child Development, April 24, 1972.

(1) Upgrade the quality of programs for children and to provide them with maximum opportunity for growth and development.

(2) Increase the supply of competent child care personnel.

(3) Develop innovative and flexible competency-based training programs with heavy emphasis on center-based field training.

(4) Establish the Child Development Associate as a recognized and vital resource within the field of human service occupations.

(5) Encourage and provide opportunities for training for staff (including paraprofessionals) seeking to become CDA's.

(6) Establish a competency-based assessment and credentialing system to grant professional recognition to the CDA.

The CDA Pilot Training Projects

There are twelve CDA pilot training projects established and currently operating to implement the CDA program concept in various states and localities throughout the country. Each project represents the efforts to achieve innovative experimental approaches for CDA training deemed appropriate to each region or geographic location. The variations of local populations, needs and conditions has accordingly resulted in the choice of projects that have met CDA program criteria in different ways. However, each CDA project incorporates the following basic features:

(1) competency-based training approaches where the training is geared for individuals who are working in the child development field to acquire the CDA competencies and personal capacities. The CDA competencies are set forth in six general categories as follows:

a. setting up and maintaining a safe and healthy learning environment;

b. advancing physical and intellectual competence;

c. building positive self-concept and individual strength;

d. organizing and sustaining the positive functioning of children and adults in a group in a learning environment;

e. bringing about optimal coordination of home and center child-rearing practices and expectations;

f. carrying out supplementary responsibilities related to the children's program.

Further breakdowns into subsets for each category are set forth in The CDA Training Guide published by the Office of Child Development.

The CDA Personal Capacities are as follows:

Sensitivity	To be sensitive to children's feelings and the qualities of young children
Listening	To be ready to listen to children in order to understand their meanings
Communicating	To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children
Managing and Integrating	To be able to protect orderliness without sacrificing spontaneity and child-like exuberance
Perceptiveness of Individuality	To be differently perceptive of individuality and make positive use of individual differences within the child group
Positive Control	To be able to exercise control without being threatening
Responsiveness	To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures

Humor/Imagination	To bring humor and imaginativeness into the group situation
Commitment	To feel committed to maximizing the child's and his family's strengths and potentials

(2) setting of admission criteria which admit individuals on the basis of their interest in CDA training and their desire for self-improvement and not on the basis of earned academic degrees and certificates;

(3) participation in the development of the training program by a variety of institutions, agencies, and community groups through the encouragement of strong community involvement and participation;

(4) experience-based training with approximately half of the trainee's time assigned to supervised practical work or field experiences;

(5) individualized training based on extensive counseling;

(6) an approximation of length of time allotted for each trainee's completion of the program, varying from several weeks to two years.

PART II

SITE VISITS

PURPOSES OF SITE VISITS

The primary purpose of the on-site visit to the CDA training projects is to assess the current status of experimental CDA training, highlight the achievements of each individual project, and identify areas where improvement may be facilitated. In making on-site visits an important feature of its program planning and monitoring activities, the Office of Child Development and its cooperating agencies may obtain a clear determination of the progress levels achieved by the CDA pilot projects towards meeting the CDA program goals and objectives. The visit focuses upon the development of informed decision-making by fostering inter-agency cooperation and support. OCD seeks the advantages offered by the gathering of immediate pilot project feedback reactions to help identify areas that require the timely application of corrective measures. Technical assistance can only be based upon direct and open communication with the CDA pilot training projects. In recognition of this fact, OCD should aim for a fruitful exchange of information between the pilot project participants and the national, regional and local representatives of the visit teams in the planning of appropriate and effective assistance.

The second major purpose of the on-site evaluation is to facilitate exchange of information among the programs leading to the collective improvement of all the programs. The training program is in an experimental phase, and OCD will be looking for the best and most efficient approaches to achieve program goals. Conversely, those approaches or activities that are inefficient or have the least value in contributing to program goals should be identified and eliminated or changed as early as feasible.

The third purpose of the on-site visits is to gather and amplify existing information to pave the way for a more efficient and large scale replication of the CDA program in the near future to meet the anticipated demand for qualified child caretakers. This requires a reporting of the merits and results of the experiment to the professions and institutions concerned with child care, the parents who use child care delivery system, and to the Congress that is expected to appropriate funds for its continuation at current or expanded level of operations.

Goals for Visiting Teams

The visiting team should aim at achieving:

(1) A clear view and knowledge of the objectives of the CDA pilot training project, methods and procedures of training which are unique to this project and the relationship of these to the CDA competencies.

(2) Knowledge of the roles and responsibilities of the interviewed personnel and participants.

(3) A clear impression of the morale of the participants, as well as of their perceptions as to the value of the program.

(4) An indication of how the visit results compare to the information reported by the CDA project through the CDA Pilot Project Information System (the trainees' evaluation of the program and the summary reports of the pilot project).

(5) An understanding of the problems and areas of need in the project; a record of suggestions, ideas and recommendations from the interviewees and participants as to what might be done to improve the identified conditions as a result of the visit.

(6) A view of the project's strengths and weaknesses in the areas covered by the on-site checklists and other areas that could be further identified as a result of the visit.

(7) Summarization or overview of above, in order that the team, its members, or the analyst assigned to the task, may be able to compare and contrast this program with other CDA pilot training project.

COMPOSITION OF THE VISIT TEAM

It is the responsibility of the Office of Child Development, as the sponsoring agency, to choose team members possessing needed skills and abilities to conduct effective on-site evaluations. These team members, when grouped, should present an appropriate combination of special talents and abilities. These are individuals who profess not only a strong interest in the concepts of CDA training and child development but also are capable of satisfactorily carrying out the tasks and responsibilities of program assessment. A knowledge of competency-based training and its underlying concepts is essential. Child development specialists assigned to the task should demonstrate a strong background and expertise in early childhood development, related issues and staffing concerns. Program analysts and evaluation experts chosen for the assignment should have been involved in similar national, regional or local program evaluation activities and be well-versed in effective interview and observation procedures. The effective evaluator is one who has the ability to gain the respect of administrators and officials to be dealt with--by his manner of listening and understanding other person's viewpoints, his ability to focus upon major issues and to obtain and analyze data, and his objectivity and adaptability to various situations or problems encountered during the site visit activities. The ability to maintain and inspire confidence and cooperation with all visited participants is another skill necessary to the visitor's conduct of interviews and observations during the visit. Lastly, skills in problem-solving should be combined with the ability to structure impressions and results of the visit into a logical oral or written report.

A four-person interdisciplinary team is suggested. The members of the visit team might include:

1 OCD officer or representative or 1 OCD regional officer

1 CDA pilot project representative (preferably a project director chosen from the other CDA pilot training projects)

1 child development consultant with program analysis skills

1 program analyst or evaluation consultant with skills including ability to perform any necessary quantitative analysis

In essence, the site visit team should be composed of members who are experienced, represent several disciplines as indicated in this Guide, possess the abilities necessary for an effective evaluation, and have the expertise to deal with the types of problems encountered or raised by the pilot project staff or students during the visit.

ROLES AND RESPONSIBILITIES OF THE SITE VISIT PARTICIPANTS

The Team Leader

The Team Leader provides the overall coordination of the team visit activities. He insures that all the background preparations and materials, e.g., the background information documents, the on-site manual, the agenda, visiting schedules, and travel arrangements are in order and have been duly received by the members. During the team orientation meeting (to be held preferably the evening before the start of the first morning visit activities) he leads the discussions to clarify roles, activities, questions or any related issues before the team visits the site. Team member assignments may be decided at this time. During the visit, he orients the director and other visited project participants on the objectives and activities of the visit. Also upon request of the project personnel, he shares the team's observations with the visited administrators, if immediate feedback is needed by the project. Finally, he is in charge of insuring that the team observations, impressions, notes and recommedations are summarized into a cohesive report and are communicated on time to the appropriate office. He is the team spokesman and main contact person.

The Team Member

Each member should make sure that all materials and arrangements pertinent to his own site visit activities are prepared beforehand. This would include arrangements assigned on an individual or partnership basis where the team members may be expected to clear these requests with the respective personnel prior to the visit. The team member should be aware of the areas to be covered and the entire structure and agenda of the visit, to help him identify the types of information sought and the project personnel who would be the most appropriate sources.

All information should be gathered during the visit. If this is not possible, the team members could request the overlooked information from the individuals they had interviewed through a follow-up telephone call or a letter. Each team member has to be prepared to carry out the total responsibility for each on-site activity, i.e., delivering introductory statements regarding the site visit team and its concerns, interviewing, note-taking, observing and making appropriate requests to see additional information sources or documents, particularly on occasions where the team leader or other team members may not be present. Throughout the visit, he should check how areas are being covered to assess which ones need to be discussed in more detail, may have been overlooked or still need to be focused on. The team member should also be alert to areas of information which may not have been covered in this on-site Guide and should include the information where appropriate.

The OCD Officer or his Designated Representative

The OCD officer or representative is responsible for initiating the request for the conduct of site visits to the CDA pilot projects. This officer may need to make recommendations necessary for the assignment of resources and staff to the site visit activity. He insures that the guildlines and objectives of the CDA program are followed in the establishment of the experimental approaches of the project. If he is participating in the site visit as the OCD representative, he may share his special knowledge of OCD, its functions, overall concerns and priorities regarding the CDA pilot projects with the site team members or clarify related issues raised during the visits by any of the involved participants.

The Regional OCD Officer or Staff Member

The regional OCD officer or staff member is responsible for providing the support to national OCD in initiating and preparing for the site visit. The regional office representative insures that his knowledge of the regional, state and local area conditions is shared with the site team members, particularly in the conduct of the site vist and in the planning of appropriate technical assistance to the local pilot projects. Having worked with OCD throughout the development of the CDA program and the CDA pilot projects, the regional officer has a broad view of national, regional and local efforts. His role would therefore be one of a liaison officer and advocate.

CDA Pilot Project Director

The CDA project director is in charge of supporting the site team efforts to achieve the purposes of the visit by facilitating the scheduling and choice of site activities, and preparing and briefing his staff and other involved participants regarding the intent and activities of the visiting team. He insures that team requests for data are satisfied in a timely manner when feasible. He also helps direct the attention of team members to specific areas of the program in ways that lead to the gathering of the information appropriate to site visit purposes, and facilitates the planning and implementation of technical assistance recommended by the team as a result of the visit.

AGENDA OF ACTIVITIES

PRE-SITE VISIT ACTIVITIES AND PROCEDURES

PRE-SITE VISIT ACTIVITY 1: GATHERING AND REVIEWING BACKGROUND INFORMATION

The following information should be gathered and studied by the team members before the visit. These are intended to familiarize the visiting team with the overall CDA training concepts and specifically, features of the CDA pilot training project they are about to visit:

(1) The goals and objectives of the CDA pilot training project.

(2) The roles and responsibilities of key personnel, i.e., names and positions, a graphic view (chart) of the interrelationship of roles.

NOTE: items 1 and 2 need only be requested once before the first site visit and kept for ready reference for subsequent visits or record purposes, unless they are revised or changed. Form A of this Guide was expressly developed for the request.

(3) A copy of the CDA pilot project proposal.

(4) Any additional information about the project which may be added by team members who have had the opportunity to work with the CDA Training Program or have communicated with the project to be visited.

(5) Any notes taken down from briefings by OCD in Washington, by regional OCD and representatives of other institutions knowledgeable about the particular program.

(6) The CDA Pilot Training Program Abstracts prepared by the Pilot Training program staff, the CDA Training Workshop, May 1973, and

(7) Information from the CDA Pilot Project Information System, e.g., the Trainee Program Review, The Project Summary Reports, etc.

Use of the Information System

The CDA Pilot Project Information System has been developed for the gathering of uniform data pertinent to the information needs of the pilot program administrators, the trainees, OCD personnel and other decision-makers involved in the CDA program. The system contains forms used on a quarterly basis by the pilot projects to record the training program's progress and describe participants' reactions to program services and performance. These forms are:

The Trainee Program Review. This form is filled out and is forwarded by each trainee directly to OCD. OCD then compiles and summarizes this data and provides the respective CDA pilot projects (the director and staff) with copies of these program review findings. This form elicits trainee reactions to the program and gathers trainee ratings of program services across several significant areas. These areas cover orientation activities, counseling and guidance services, the role of the trainee in planning and individualizing the program, instructional resources, nature of field experiences, degree of communication and involvement between participants, trainee levels of satisfaction with program. The above gathered reactions could prove useful to the site visit team in the following ways:

(1) The team members could discuss trainee reactions and program ratings with the trainees they interview, and in turn clarify these reactions with the director, staff and other concerned participants.

(2) Verify if any proper follow-up action has been made between the time the trainees assessed the program (when the review forms were submitted) and the time of the site visit. If action was taken, examine the effect of such action.

(3) Record recommendations and suggestions of trainees, director, etc., to improve any perceived deficiencies.

(4) Explore alternatives that would improve any identified problems or sustain program successes and achievements.

The Project Summary Reports. There are five separate forms which the CDA pilot project directors are required to submit on a quarterly basis to OCD. These forms should prove useful to the site visit team in helping its members determine what aspects of the program have been sufficiently covered, or need to be further discussed or clarified. These summary reports are the following:

(1) Expenditures to Date (Green Form - OCD - Sum 1). This form shows the project's levels of spending in relation to its funding sources. It could also prove useful for understanding the more detailed expenditure reports required of the pilot projects as part of the contracting agreement, if the latter were made available to the visit team.

(2) Characteristics of Trainees (Green Form - OCD - Sum 2). This form provides the team members with an overview of the nature and composition of the trainees as a group during the given reporting period. Age, ethnic group, educational background and other pertinent data could help the site team members determine the relation of the training program services and activities to trainee characteristics and needs.

(3) Trainee Qualities and Competency Progress Summary (Green Form - OCD - Sum 3). Team members could derive an overall view of trainee progress towards achievement of the competencies and capacities (qualities) at this point in time in the program. Members should examine this

information in relation to the pilot project's methods and instruments used in individual trainee appraisals. A clear impression should be obtainable of each trainee's progress towards the competencies from individual trainee records. Individual appraisals should match and sum up to the overall summary of progress.

(4) List of CDA Trainees (Green Form - OCD - Sum 4). This form lists the names of all individuals who enrolled, completed, dropped out, etc., and their social security and telephone numbers. As such, it would be directly useful to the team members to explore attrition rates and reasons therefore. It could also be used as back-up information to verify the trainee totals reported in the form "Characteristics of Trainees."

(5) Program Director's Comments (Green Form - OCD - Sum 5). The CDA project director reports his personal assessment of the program and its overall progress on this form. The team members could use these comments to obtain added insights into the nature of the program and as a basis for developing particular lines of inquiry.

PRE-SITE VISIT ACTIVITY 2: SCHEDULING, TRAVEL AND ACCOMMODATION ARRANGEMENTS

All schedules should be cleared and carefully arranged with the proper authorities prior to the visit. Any changes should be duly confirmed with the participants to avoid misunderstanding or loss of time and effort due to haphazard arrangements. Sufficient time should be assigned to this task to allow all individuals concerned to adequately prepare for this effort and adapt to any needed changes. A schedule should be agreed upon by the Visit Team Leader and the director of the CDA pilot project which outlines the types of activities and the participants to be observed during the visit. Travel and living accommodations should closely match this planned schedule as much as possible.

Although it will be up to OCD to decide the most appropriate times, resources and personnel that would conduct the site visit evaluation, it is recommended that a two and a half- to three-day period, exclusive of travel time, be allotted for the visit. Although requiring more resources, a three-day allotment will provide the team site members with sufficient leeway to conduct a thorough assessment of the pilot program's activities and devote more time to fact-finding, problem-solving and analysis activities. For example, the first two and a half days may be used to accommodate all interviews and observation activities (the pre-site and on-site activities) and the last afternoon may be spent for the team's final reporting activities. An example of a visit schedule might be:

Evening before:	team planning session
First day:	orientation meeting with project participants (director and staff) meeting with training staff (supervisors and teachers, education specialists, etc.) meeting with trainees visits to classrooms
Second day:	field visits to centers meetings with cooperating universities, colleges, advisory boards, parents, etc.
Third day:	exit meeting team meeting for final reporting activities

PRE-SITE VISIT ACTIVITY 3: TEAM PLANNING SESSION

All team members should attend this meeting since it should prove helpful in discussing points found to be significant by the team from its study of the background information documents and the areas that need to be focused on during the visit. Issues and problems related to the project to be visited may be clarified to underscore the nature of the project.

Team and individual assignments should be discussed and finalized to help team members focus on their responsibilities and tasks. One approach would be for the team leader to assign interviews to a pair of team members, where each one is equally well-versed on the program and the on-site visit tasks. One interviews while the other takes charge of note-taking and makes sure all important areas are covered or interjects if an important area has been overlooked or if discussions diverge from the planned topics. Another suggested approach might be to utilize an open-ended but uniform outline for the visitor to each site that would guide the interview and note-taking efforts. Guides or checklists may be preferable to questionnaires since some interviewers find answering detailed questionnaires during conferences awkward, i.e., looking for the correct place to insert notes or answers, etc.

ON-SITE ACTIVITIES AND PROCEDURES

Orientation Meeting

This meeting is held by the team members with the CDA pilot project director and his staff. The director and his staff discuss with the team the purposes and expectations of the site visit. The goals and activities of the project could be further reviewed for clarification purposes. Mutual cooperation and support should be stressed as the key to the success of the site visit.

A checklist of the suggested areas to be covered during the visit has been developed for the use of the team members and is presented in this Guide as Form B. The team is given the flexibility of deciding which program participant should be interviewed or which phase of operation should be observed in order to gather the desired information on each of the areas. The CDA project director and personnel may aid the team members in reviewing the arranged schedule of activities to ensure that it covers the most appropriate sources of information on the project. Some suggested on-site activities are:

(1) Interview with the director and other administrators

(2) Interview with staff members

- education specialists
- counselors
- supervisors
  - the CDA training supervisors
  - the cooperating teacher
  - other
- other faculty and training staff

NOTE: See Checklist, Form B, Section b.

(3) Interview with trainees

A special request to interview about fifteen to twenty percent of the trainees and discuss their reactions to the program may be made. The team should have for reference the findings resulting from the "Trainee Evaluation of the Program" (The CDA Pilot Project Information System) during the interviews. Results of the evaluation should be compared with the feedback gathered from trainees in the interview. Additional areas for discussion purposes are presented in the Checklist of this Guide, Form B: Section C.

(4) Observation of classroom activities, lab school activities and field site visits and interviews.

The above types of observation activities planned by and scheduled for the visit team may vary among projects. However, for the purposes of assessing training program activities, Form B, section L of this Guide presents several types of information that may be gathered whenever the team members observe these types of activities.

(5) Interviews with staff of cooperating colleges, universities, community groups such as advisory boards, state and local agencies, 4-C committees, parents and volunteers, etc.

Suggested types of information which could be drawn from these groups are found in Section A and K, Form B.

EXIT, FOLLOW-UP, AND REPORTING ACTIVITIES AND PROCEDURES

Exit Meeting

At this stage of the visit, after all the on-site tasks of the team have been completed, the team should meet with the director and his immediate staff for a discussion of the succeeding steps to be taken and any type of technical assistance arrangements that need to be made as a result of the visit. Upon the request of the director, the team may share its findings and impression of the visit with the director and his staff to help dispel any anxieties regarding the reporting of "negative feedback."

To insure the widest coverage of areas for the on-site visit, the team members could make arrangements to seek any needed additional information by follow-up calls or by mail during this meeting. In addition, the team could stress its role as facilitators of progress toward achievement of training goals (as distinct from a merely negative role of critical evaluation), the team members should, on a reciprocal basis, attend to any request for assistance or information requested by the CDA pilot project and its staff as soon as possible after the visit. This, plus placing deficiencies or need for improvement in the full perspective of status, trends and accomplishments, will help project the image of on-site evaluations as having a constructive purpose in the overall experimental design. Suggestions on how subsequent site visits could be improved or made more effective could also be gathered to set the tone for the next visit.

Team feedback and summarization meeting

This meeting provides the visit team with the opportunity to immediately plan and structure its site visit final report. Issues and problems could be analyzed in terms of appropriate solutions that could be recommended to the proper authorities for earliest possible action.

The final report should contain a logical presentation of information to the extent necessary and possible, in order to form a reliable base which can be used for future reference during subsequent visits and for program planning or replication purposes. A recommended format for this report is presented in Form C of this Guide. Copies of this report should be submitted to:

Dr. Jenny Klein
Director of Educational Services
Program Development and Innovation Division
Office of Child Development
Department of Health, Education and
Welfare
P. O. Box 1182
Washington, D. C. 20013

PART III: SITE VISIT FORMS

FORM A

SITE VISIT INFORMATION REQUEST FORM

Return to: ______________________
(Designated officer)

____
(Address)

____

Date: ______________________

____
(Director)

____
(CDA Pilot Training Project)

____
(Address)

____

Dear CDA Pilot Project Director:

Could you kindly provide or have available to the site visit team the following information? It will be needed to help prepare the team members on the objectives and role structure of your program. Items 1 and 2 will be requested only once, unless changes or revisions will be made.

1. A brief enumeration of the goals and objectives of your training program;
2. A chart of the main roles of the participants in your program. Also attach a separate sheet giving the names of the individuals or groups assigned these roles and an enumeration of their respective responsibilities;
3. Any additional areas of concern or problems you think should be focused upon during the site visit.

FORM B

CHECKLIST OF SUGGESTED AREAS TO BE COVERED

A. ADMINISTRATION/MANAGEMENT

1. Organization of project
    - description
    - roles/responsibilities of administration
2. Degree of involvement of participating organizations
    - universities or colleges
    - federal, state or local agencies
    - advisory board
        - responsibilities
        - membership
        - frequency of meetings
    - community groups
3. Patterns of decision-making
    - distribution of authority
    - opportunity for participation of staff/trainees/other
4. Type of leadership/expertise available
    - openness to feedback reactions
    - amount of support given staff
5. Nature of fiscal administration
    - sources of funding
    - allocation of resources
    - adherence to budget
    - problems

B. STAFF

1. Positions/functions
2. Background/preparation/experience
    - early childhood development
    - competency-based training
    - supervision
    - appraisal
3. Distribution of teaching loads
    - staff-trainee ratio
    - number of trainees taught
4. Technical support and assistance available

NOTE: To facilitate note-taking, each area and its components have been assigned a code number. It is therefore intended for coding purposes and not as an exhaustive list delimiting the coverage of areas.

5. Patterns of communication between staff
    - frequency of meetings
    - nature of relationship
6. Availability to trainees
7. Morale/satisfaction with program
8. Staff assessment/evaluation

C. TRAINEES

1. Age/sex/ethnic group
2. Background/experience
3. Academic preparation (including reading levels)
4. Goals/objectives/commitment to program
5. Morale/satisfaction with program

D. PROGRAM DEVELOPMENT

1. Staff in-charge/functions
2. Goals and objectives
    - educational philosophy
    - description of local needs
3. Organization of plan of study around competencies
4. Individualization
5. Flexibility
6. Role of trainee
7. Steps taken to obtain valid credit for program
8. Integration of academic and field experience
    - (a) breakdown of trainee time schedule
        - % of time in academic work
        - % of time in field experiences
            - % of time working with children
            - % of time working with community resources
            - % of time with supervisor/cooperating teacher

- (b) coordination between CDA supervisor and cooperating teacher regarding trainee's program
- (c) relation of academic to field experiences
  - methods/techniques

9. Assessment of academic experiences
   - (a) description
   - (b) courses offered
   - (c) variety of methods
   - (d) focus of content
     - areas of child development covered
     - purposes
     - teaching styles developed
     - teaching techniques
     - relation to CDA competencies

10. Assessment of field experiences
    - (a) description
      - experiences/activities offered
    - (b) procedures of assigning to trainee
    - (c) focus of content
      - areas of child development covered
      - purposes
      - teaching styles developed
      - teaching techniques
      - relation to CDA competencies
    - (d) parent and community involvement

E. ORIENTATION

1. Types/descriptions of activities

2. Participants

3. Purposes

4. Suggestions for improvement

F. RECRUITMENT/SELECTION

1. Criteria and methods
   - suitability to local area conditions (child care and manpower training needs

2. Enrollment
   - capacity
   - actual enrollment

3. Reasons trainees dropped out
4. Problems encountered

F. INITIAL, ON-GOING AND LAST APPRAISALS

1. Who conducts
2. Appraisal instruments developed/used
3. Criteria
4. Process (how conducted, types of records kept)
5. Role of trainee
6. Frequency
7. Time allotted

G. SUPERVISION

1. Who supervises
2. Roles and responsibilities
    - CDA supervisor
    - cooperating teacher
    - other
3. Methods and techniques
4. Patterns of supervision
    - frequency
    - amount
    - accessibility of supervisor
5. Degree of participants' satisfaction with services

H. COUNSELING

1. Who does counseling
2. How initiated
3. Methods of dealing with problems/pressures faced by trainees
4. Degree of participants' satisfaction with services

I. INTERNAL EVALUATION

1. Design

2. Persons in charge

3. Descriptions of roles

4. Role of trainee in evaluating program

5. Methods used to assess the effectiveness of training materials, activities and experiences

6. Feedback mechanism
   from whom are evaluations gathered
   how used/action taken

J. PHYSICAL FACILITIES

1. Description

2. Suitability of plant design to program needs
   adequacy
   accessibility

3. Instructional resources (library, audio-visual, etc.)
   adequacy
   suitability to program needs

4. Academic and field sites
   selection criteria
   who selects
   number

K. COMMUNITY RESOURCES

1. Resources

2. Manner/method of selection

3. Staff/trainee involvement in selection

4. Community group involvement

L. ASSESSMENT OF A TRAINING ACTIVITY*

1. Purpose/objective of activity

2. Description/type of activity

3. Methods of teaching used/effectiveness

4. Skill/ability of teacher/supervisor
    - knowledge and handling of subject matter
    - ability to provide guidance
    - amount of guidance provided
    - manner towards trainees

5. Climate generated by activity
    - opportunity of trainees to participate
    - openness of instructor to raised questions
    - interest/enthusiasm level of participants

6. Degree of trainees' understanding of instructions/procedures

7. Instructional resources used
    - adequacy
    - suitability

---

*This section is intended as guidance for an observation of a training activity such as a visit to a CDA academic class, a lab school training session or a child care center activity, etc.

FORM C

CDA PILOT TRAINING PROGRAM

ON-SITE VISIT EVALUATION REPORT FORMAT

I. Introductory Information

Name of CDA pilot project visited
Date of visit
Names of team members/address where they can be contacted
Description of site visit activities
   names/functions of interviewed participants
   types of program operations reviewed
   names of team members assigned per activity

II. Information gathered for each area covered during visit

III. Team Conclusions and Recommendations

Program status and accomplishments
Strengths and weaknesses of program
Problems encountered
Planned changes and reasons for changes
Areas of improvement and assistance
Recommendations

IV. Appendices material

NATIONAL PLANNING ASSOCIATION

1785 MASSACHUSETTS AVE., N.W., SUITE 105, WASHINGTON, D.C. 20036 (202) 265-7685

April 1973

THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

EVALUATION TASKS

TASK C

THE CHILD DEVELOPMENT ASSOCIATE PILOT PROJECT INFORMATION SYSTEM

Submitted as partial fulfillment of the contract to provide planning and technical assistance to the CDA program.

Prepared by:
Arnold Kotz, Project Director
Ivars Zageris, Program Analyst
Allen Thompson, Human Resource Programs Specialist
Rory Redondo, Education Specialist

CHILD DEVELOPMENT ASSOCIATE PILOT PROJECT INFORMATION SYSTEM

In April of this year, NPA completed the development of the Child Development Associate Pilot Project Information System, see Appendix C. The information system is presently in operation at thirteen national training programs for use in both formative and summative evaluations. A similar system, also developed by NPA is being used by five to seven Texas CDA programs funded by the Office of Early Childhood Development, State of Texas.

In order to develop models for future training programs, each of the presently funded training programs have been asked to share their experiences with OCD. The information system has been designed for internal management uses by each training program and to provide the necessary communication between the training program and OCD. The training programs have to record information on each trainee and send this information as a part of a regular summary report every 3 months. The quarterly program reviews made by trainees will be sent to OCD which will return summaries of the trainee evaluations to the contractors.

The Pilot Project Information System comprises a number of forms designed to elicit information regarding CDA trainees and programs. Group 1, the CDA Trainee Personal Record Forms are to be used by each of the CDA Pilot Training Projects to record information on each CDA applicant and trainee. These forms will provide the backup information needed for most of the CDA Pilot Project Summary Reports. Group 2, the CDA

Trainee Program Review Form is used to obtain an evaluation or assessment of each pilot training project by the trainees. Group 3, the CDA Pilot Project Summary Report forms are designed to elicit summary information on the progress of each CDA training project.

The several forms in the information system described and presented in this package have been assigned a unique number. All forms to be kept in the files of the training program have been labeled CDA, (e.g. CDA - T1). All forms or reports to be sent to the Office of Child Development are labeled OCD, (e.g. OCD - T1). Forms to be completed by trainees or applicants are labeled T, (e.g. CDA - T2). Forms to be completed by staff are labeled S, (e.g. CDA - S2).

The training programs are responsible for submitting the CDA Pilot Project Summary Report to OCD every three months after their program commences. The CDA Trainee Program Review is to be conducted every three months after the start of the program. Every 6 months after the start of the program, some additional items may be requested on the CDA Pilot Project Summary Report to provide further information on program progress.

APPENDIX A

Developed by NPA, July, 1973

BEST COPY AVAILABLE

OFFICE OF EARLY CHILDHOOD DEVELOPMENT

SURVEY OF TEXAS HOUSEHOLDS WITH CHILDREN LESS THAN SIX YEARS OF AGE

INSTRUCTIONS: Before approaching household, please record the address, time, and type of dwelling in the appropriate place on the control sheet.

"Hello, I'm (name), representing the Office of Early Childhood Development within the Texas Department of Community Affairs. We are doing a study among families in Texas with children less than six years of age. Do you or anyone living here have any children less than six years old?"

INSTRUCTIONS: If Yes . . . . Proceed with interview

If No . . . . Terminate interview

If interview is terminated, record on the control sheet at the appropriate place.

"We'd like to spend a few minutes with the parents or guardians of these children to get some information to assist OECD in learning more about child care needs and services in this state. This pamphlet explains what is OECD; why an OECD; and what does OECD do. This survey will provide OECD with information that will be very helpful in developing new child care programs for your children. Let me stress -- All information obtained is considered strictly confidential and will only be looked at with information for hundreds of families together. Your name was not selected -- only your address, along with thousands of other addresses in Texas, including many here in your city. If we are successful in obtaining information from all these addresses, our sampling experts can tell us a great deal about the needs of the children of Texas. Since we are attempting to accurately describe the views of Texans with a small sample, your answers are very important and no one else can take your place in our sample. We hope you can help us out."

INSTRUCTIONS: If parents are not willing to be interviewed, terminate the interview and record on the control sheet in the appropriate place.

1. List below all persons living in this household. List children less than six years of age first.

Name	Date of Birth	Relationship to 1st child listed	Sex	Marital Status	Respondent(s)

"Now, we would like to talk to you about the child care arrangements you may have for your children less than six years old. We want to discuss these for each child separately, beginning with __________." (READ NAME OF FIRST CHILD LISTED IN PREVIOUS TABLE)

2. Does anyone besides (CHILD'S PARENTS) take care of (CHILD 1) on a regular basis?

☐ NO (SKIP TO QUESTION 12, p. 6)

☐ YES

Could you tell me what kind of arrangement you have for (CHILD 1)?

(RECORD ARRANGEMENTS IN TABLE ON PAGES 3-6)

FOR SECOND CHILD

Does anyone besides (CHILD'S PARENTS) take care of (CHILD 2) on a regular basis?

☐ NO (SKIP TO QUESTION 12, p.10)

☐ YES

Could you tell me what kind of arrangement you have for (CHILD 2)?
(RECORD ARRANGEMENTS IN TABLE ON PAGES 7-10)

FOR THIRD CHILD

Does anyone besides (CHILD'S PARENTS) take care of (CHILD 3) on a regular basis?

☐ NO (SKIP TO QUESTION 12, p.14)

☐ YES

Could you tell me what kind of arrangement you have for (CHILD 3) ?
(RECORD ARRANGEMENTS IN TABLE ON PAGES 11-14)

FOR ANY ADDITIONAL CHILDREN USE EXTRA CHILD CARE TABLES AND IDENTIFY EACH BY RESPONDENT NAME.

DAY CARE ARRANGEMENTS FOR (CHILD) ______________

	2a.	2b.	2c.			2d.	2e.	2f.		
Type(s) of arrangement(s) used	Check (✓) types used	No. of hours per week used	Check time(s) of day used			Travel time to arrangement (if on way to work, only extra time)	Cost per week	Do parents pay entire amount?		
			Morning	Afternoon	Evening			Yes	No	Don't Know
Day care center										
Day Care home (private residence)										
Kindergarten (Public)										
Kindergarten (Private)										
Nursery school										
Head Start program										
First grade (Public)										
First grade (Private)							X	X	X	X
At a relative's										
Non-relation (friend, neighbor, etc.)										
Other ______ (specify)										

Record name and address of each arrangement used.

1. Name: ______________
   Address: ______________
   ____
2. Name: ______________
   Address: ______________
   ____
3. Name: ______________
   Address: ______________
   ____

For each NO checked in 2f. above, ask:

Who assists you?	1st "No"	2nd "No"	3rd "No
Federal government			
State government			
Friend or relative			
Welfare			

3. For each arrangement checked in 2a., ask:

If you were not able to use your present arrangements, what other arrangement would you use for (CHILD)?

	1st arrangement	2nd arrangement	3rd arrangeme
Day care center			
Day care home			
Kindergarten			
Nursery school			
Head Start program			
Relative's home			
Nonrelative's home			
In own home by parents			
In own home by older children			
In own home by relative			
In own home by nonrelative			
Other ________ (specify)			
Don't know			
Not applicable			

4. Do your present child care arrangements for (CHILD) take care of your child care needs for him/her?

☐ Yes (SKIP TO QUESTION 5)

☐ No

Why not? (Circle one)

Need more formal care	1
Need better quality care	2
Need cheaper care	3
Need care closer to home/work	4
Other ________ (specify)	5
Don't know	8

5. Do the indicated child care arrangements for (CHILD) vary from week to week or are they pretty much the same?

Same	1
Some variation	2
Considerable variation	3
Don't know	8

6. Aside from babysitters you have when you all go out at night, does anyone else take care of (CHILD) for you here in your home?

☐ NO (SKIP TO QUESTION 13, p. 15)

☐ YES

Who is that? (Circle all appropriate codes)

Older children	1
Other relative	2
Non-related person	3
Other ________ (specify)	4
Don't know	8

7. About how many hours per week would you say this person (these people) take(s) care of (CHILD) for you while you're away? (CIRCLE THE APPROPRIATE CODE)

Less than 5 hours per week	1
5 - 9 hours per week	2
10 - 14 hours per week	3
15 - 19 hours per week	4
20 - 29 hours per week	5
30 - 39 hours per week	6
40 or more hours per week	7
Don't know	8

8. During what time(s) of day do they take care of (CHILD)? (CIRCLE ALL APPROPRIATE CODES)

Morning (Before lunch)	1
Afternoon (After lunch, before evening meal)	2
Evening (After evening meal)	3
Don't know	8

9. About how much do you usually spend in a week on these child care arrangements in your home? (CIRCLE THE APPROPRIATE CODE)

Nothing	0
No money, but other favors	1
\$5 or less	2
\$6 - \$10	3
\$11 - \$15	4
\$16 - \$25	5
\$26 - \$35	6
More than \$35	7
Don't know	8

10. If you were not able to get this person (these people) to take care of (CHILD) for you here in your home, what other arrangements would you use? (CIRCLE THE CODES FOR ALL ARRANGEMENTS MENTIONED)

DIFFERENT CHILD CARE ARRANGEMENTS	
Day care center	01
Day care home	02
Kindergarten	03
Nursery school	04
Head Start program	05
Relative's home	06
Nonrelative's home	07
In own home by parents	13
In own home by older children	10
In own home by relative	11
In own home by nonrelative	12
Other ________ (specify)	23
Don't know	88

11. Could you tell us in what order you would prefer to use these arrangements? That is, which would you most prefer to use, which is next most preferred, and which is third? (ENTER CODES CIRCLED ABOVE)

(Most preferred) First ____________

Second ____________

Third ____________

12. ONLY FOR THOSE WHO DO NOT USE ANY CHILD CARE FACILITIES!

Could you tell us why you don't use child care facilities for (CHILD)? (CIRCLE THE CODE FOR FIRST REASON MENTIONED)

Mother does not have a job	40
Want to care for children myself/ourselves.	21
Being taken care of in public schools or kindergarten	02
Do not like child care centers or day care homes	23
Do not trust baby sitters	24
Cannot find baby sitters at price I can afford	15
Child care centers or day care homes too expensive	16
No child care center or day care homes close by	37
Never really tried to find child care	08
Other ____________________	09
Don't know	88

DAY CARE ARRANGEMENTS FOR (CHILD) ____________

	2a.	2b.	2c.			2d.	2e.	2f.		
Type(s) of arrangement(s) used	Check (√) types used	No. of hours per week used	Check time(s) of day used			Travel time to arrangement (if on way to work, only extra time)	Cost per week	Do parents pay entire amount?		
			Morning	Afternoon	Evening			Yes	No	Don't Know
Day care center										
Day Care home (private residence)										
Kindergarten (Public)										
Kindergarten (Private)										
Nursery school										
Head Start program										
First grade (Public)										
First grade (Private)										
At a relative's										
Non-relation (friend, neighbor, etc.)										
Other ____________ (specify)										

Record name and address of each arrangement used.

1. Name: ____________
   Address; ____________
2. Name: ____________
   Address: ____________
3. Name: ____________
   Address: ____________

For each NO checked in 2f. above, ask:

Who assists you?	1st "No"	2nd "No"	3rd "No
Federal government			
State government			
Friend or relative			
Welfare			
Other ____________ (Specify)			

3. For each arrangement checked in 2a., ask:

If you were not able to use your present arrangements, what other arrangement would you use for (CHILD)?

	1st arrangement	2nd arrangement	3rd arrangemen
Day care center			
Day care home			
Kindergarten			
Nursery school			
Head Start program			
Relative's home			
Nonrelative's home			
In own home by parents			
In own home by older children			
In own home by relative			
In own home by nonrelative			
Other __________ (specify)			
Don't know			
Not applicable			

4. Do your present child care arrangements for (CHILD) take care of your child care needs for him/her?

☐ Yes (SKIP TO QUESTION 5)

☐ No

Why not?	(Circle one)
Need more formal care	1
Need better quality care	2
Need cheaper care	3
Need care closer to home/work	4
Other __________ (specify)	5
Don't know	8

5. Do the indicated child care arrangements for (CHILD) vary from week to week or are they pretty much the same?

Same	1
Some variation	2
Considerable variation	3
Don't know	8

6. Aside from babysitters you have when you all go out at night, does anyone else take care of (CHILD) for you here in your home?

☐ NO (SKIP TO QUESTION 13, p. 15)

☐ YES

Who is that? (Circle all appropriate codes)

Older children	1
Other relative	2
Non-related person	3
Other ____________ (specify)	4
Don't know	8

7. About how many hours per week would you say this person (these people) take(s) care of (CHILD) for you while you're away? (CIRCLE THE APPROPRIATE CODE)

Less than 5 hours per week	1
5 - 9 hours per week	2
10 - 14 hours per week	3
15 - 19 hours per week	4
20 - 29 hours per week	5
30 - 39 hours per week	6
40 or more hours per week	7
Don't know	8

8. During what time(s) of day do they take care of (CHILD)? (CIRCLE ALL APPROPRIATE CODES)

Morning (Before lunch)	1
Afternoon (After lunch, before evening meal)	2
Evening (After evening meal)	3
Don't know	8

9. About how much do you usually spend in a week on these child care arrangements in your home? (CIRCLE THE APPROPRIATE CODE)

Nothing	0
No money, but other favors	1
$5 or less	2
$6 - $10	3
$11 - $15	4
$16 - $25	5
$26 - $35	6
More than $35	7
Don't know	8

10. If you were not able to get this person (these people) to take care of (CHILD) for you here in your home, what other arrangements would you use? (CIRCLE THE CODES FOR ALL ARRANGEMENTS MENTIONED)

DIFFERENT CHILD CARE ARRANGEMENTS

Day care center	01
Day care home	02
Kindergarten	03
Nursery school	04
Head Start program	05
Relative's home	06
Nonrelative's home	07
In own home by parents	13
In own home by older children	10
In own home by relative	11
In own home by nonrelative	12
Other ____________________ (specify)	23
Don't know	88

11. Could you tell us in what order you would prefer to use these arrangements? That is, which would you most prefer to use, which is next most preferred, and which is third? (ENTER CODES CIRCLED ABOVE)

(Most preferred) First ________________

Second ________________

Third ________________

12. ONLY FOR THOSE WHO DO NOT USE ANY CHILD CARE FACILITIES!

Could you tell us why you don't use child care facilities for (CHILD)? (CIRCLE THE CODE FOR FIRST REASON MENTIONED)

Mother does not have a job	40
Want to care for children myself/ourselves.	21
Being taken care of in public schools or kindergarten	02
Do not like child care centers or day care homes	23
Do not trust baby sitters	24
Cannot find baby sitters at price I can afford	15
Child care centers or day care homes too expensive	16
No child care center or day care homes close by	37
Never really tried to find child care	08
Other ____________________________________ ____________________________________	09
Don't know	88

DAY CARE ARRANGEMENTS FOR (CHILD) ____________

	2a.	2b.	2c.			2d.	2e.	2f.		
Type(s) of arrangement(s) used	Check (✓) types used	No. of hours per week used	Check time(s) of day used			Travel time to arrangement (if on way to work, only extra time)	Cost per week	Do parents pay entire amount?		
			Morning	Afternoon	Evening			Yes	No	Don't Know
Day care center										
Day Care home (private residence)										
Kindergarten (Public)										
Kindergarten (Private)										
Nursery school										
Head Start program							X	X	X	X
First grade (Public)										
First grade (Private)										
At a relative's										
Non-relation (friend, neighbor, etc.)										
Other ____________ (specify)										

Record name and address of each arrangement used.

1. Name: ____________
Address: ____________

2. Name: ____________
Address: ____________

3. Name: ____________
Address: ____________

For each NO checked in 2f. above, ask:

Who assists you?	1st "No"	2nd "No"	3rd "No
Federal government			
State government			
Friend or relative			
Welfare			
Other ____________ (Specify)			

3. For each arrangement checked in 2a., ask:

If you were not able to use your present arrangements, what other arrangement would you use for (CHILD)?

	1st arrangement	2nd arrangement	3rd arrangement
Day care center			
Day care home			
Kindergarten			
Nursery school			
Head Start program			
Relative's home			
Nonrelative's home			
In own home by parents			
In own home by older children			
In own home by relative			
In own home by nonrelative			
Other ____ (specify)			
Don't know			
Not applicable			

4. Do your present child care arrangements for (CHILD) take care of your child care needs for him/her?

☐ Yes (SKIP TO QUESTION 5)

☐ No

Why not?	(Circle one)
Need more formal care	1
Need better quality care	2
Need cheaper care	3
Need care closer to home/work	4
Other ____ (specify)	5
Don't know	8

5. Do the indicated child care arrangements for (CHILD) vary from week to week or are they pretty much the same?

Same	1
Some variation	2
Considerable variation	3
Don't know	8

6. Aside from babysitters you have when you all go out at night, does anyone else take care of (CHILD) for you here in your home?

☐ NO (SKIP TO QUESTION 13, p. 15)
☐ YES

Who is that? (Circle all appropriate codes)

Older children	1
Other relative	2
Non-related person	3
Other ________ (specify)	4
Don't know	8

7. About how many hours per week would you say this person (these people) take(s) care of (CHILD) for you while you're away? (CIRCLE THE APPROPRIATE CODE)

Less than 5 hours per week	1
5 - 9 hours per week	2
10 - 14 hours per week	3
15 - 19 hours per week	4
20 - 29 hours per week	5
30 - 39 hours per week	6
40 or more hours per week	7
Don't know	8

8. During what time(s) of day do they take care of (CHILD)? (CIRCLE ALL APPROPRIATE CODES)

Morning (Before lunch)	1
Afternoon (After lunch, before evening meal)	2
Evening (After evening meal)	3
Don't know	8

9. About how much do you usually spend in a week on these child care arrangements in your home? (CIRCLE THE APPROPRIATE CODE)

Nothing	0
No money, but other favors	1
$5 or less	2
$6 - $10	3
$11 - $15	4
$16 - $25	5
$26 - $35	6
More than $35	7
Don't know	8

10. If you were not able to get this person (these people) to take care of (CHILD) for you here in your home, what other arrangements would you use? (CIRCLE THE CODES FOR ALL ARRANGEMENTS MENTIONED)

DIFFERENT CHILD CARE ARRANGEMENTS

Day care center	01
Day care home	02
Kindergarten	03
Nursery school	04
Head Start program	05
Relative's home	06
Nonrelative's home	07
In own home by parents	13
In own home by older children	10
In own home by relative	11
In own home by nonrelative	12
Other ____________ (specify)	23
Don't know	88

11. Could you tell us in what order you would prefer to use these arrangements? That is, which would you most prefer to use, which is next most preferred, and which is third? (ENTER CODES CIRCLED ABOVE)

(Most preferred) First ____________

Second ____________

Third ____________

12. ONLY FOR THOSE WHO DO NOT USE ANY CHILD CARE FACILITIES!

Could you tell us why you don't use child care facilities for (CHILD)? (CIRCLE THE CODE FOR FIRST REASON MENTIONED)

Mother does not have a job	40
Want to care for children myself/ourselves.	21
Being taken care of in public schools or kindergarten	02
Do not like child care centers or day care homes	23
Do not trust baby sitters	24
Cannot find baby sitters at price I can afford	15
Child care centers or day care homes too expensive	16
No child care center or day care homes close by	37
Never really tried to find child care	08
Other ______________________________ ______________________________	09
Don't know	88

Interviewer: RETURN TO LISTING BOX (Page 1) AND ASK ABOUT THE NEXT CHILD UNDER SIX LISTED THERE. AFTER YOU HAVE ASKED THIS SERIES OF QUESTIONS (Q.2 throught Q. 12) FOR ALL CHILDREN LISTED THERE, ASK:

13. I believe we've now asked about all the children under six living in this household. Is that correct?

☐ YES (CONTINUE WITH SECTION B)

☐ NO (RETURN TO LISTING BOX AND MAKE NECESSARY CORRECTIONS, THEN REPEAT QUESTIONS 2 THROUGH 12 FOR ANY ADDITIONAL CHILDREN 5 or YOUNGER)

SECTION B

Family Background Questions

A. What is the principal language spoken here in your home?

English ☐ Spanish ☐ Other ______________
(specify)

B.1 Has (FATHER) had a job in 1973?

Yes ☐ (Go on to C.1.1)
No ☐ (Go on to F.1)

OR

☐ Divorced
☐ Separated --(Go to F.
☐ Widowed

C.1.1 What is (FATHER'S) main occupation -- that is the kind work (FATHER) has been doing to earn a livelihood?

____

____

C.1.2 Tell me a little more about what (FATHER) does?

____

____

C.1.3 What kind of business is that in?

____

____

D.1 How many hours per week does (FATHER) work? ☐

E.1 How many months in 1973 has (FATHER) worked?

1 month
2 months --- Go to F.1
3 months

4 months
5 months ---- Go to G.1
all the time

F.1 What is major reason for (FATHER'S) not working?
(CIRCLE RESPONSE THAT FITS BEST)

Doesn't want to work	1
Taking care of house and child	2
Cannot find suitable employment	3
Health	4
Student	5
Other ______________ (specify)	6

G.1 How many years education has (FATHER) had? ☐

GO ON TO B.2

B.2 Did (MOTHER) have a job in 1973, other than homemaker?

Yes ☐ (Go on to C.2.1)

No ☐ (GO on to F.2)

C.2.1 What is (MOTHER'S) main occupation -- that is the kind of work (MOTHER) has been doing to earn a livelihood?

____

____

C.2.2 Tell me a little more about what (MOTHER) does.

____

____

C.2.3 What kind of business is that in?

____

____

D.2 How many hours per week does (MOTHER) work? ☐

E.2 How many months in 1973 has (MOTHER) worked?

1 month 2 months 3 months	--- Go to F.2	4 months 5 months all the time	--- Go to G.2

F.2 What is major reason for (MOTHER'S) not working?
(CIRCLE RESPONSE THAT FITS BEST)

Doesn't want to work	1
Taking care of house and child	2
Cannot find suitable employment	3
Husband doesn't want wife to work	4
Cannot find suitable care arrangement for children	5
Health	6
Student	7
Other ____________________ (specify)	8

G.2 How many years education has (MOTHER) had? ☐

H. Will (MOTHER) be working in the next year?

Yes ☐ No ☐ Don't know ☐

(DO NOT ASK NEXT QUESTION IF MOTHER HAS NOT WORKED AND DOES NOT INTEND TO WORK)

I. What is (MOTHER'S) major reason for working? (CIRCLE THE CODE FOR FIRST REASON MENTIONED)

Working to support family	1
Working to supplement family income	2
Enjoy working	3
To get out of house	4
To save for something special	5
Other ______________________________ ______________________________ (specify)	6

J. For statistical purposes we need to know your family income for last year. Please look at this card and tell me the letter which covers your total family income from all sources. Include all monies received by you or any member of your family.

INCOME	INDEX LETTER
Less than $2,000	a
2,000 - 2,500	b
2,500 - 3,000	c
3,000 - 3,500	d
3,500 - 4,000	e
4,000 - 4,500	f
4,500 - 5,000	g
5,000 - 5,500	h
5,500 - 6,000	i
6,000 - 6,500	j
6,500 - 7,000	k
7,000 - 7,500	l
7,500 - 10,000	m
10,000 - 12,500	n
12,500 - 15,000	o
15,000 - 20,000	p
20,000 - 25,000	q
25,000 or over	r

DHEW Publication No. (OE) 72-197

APPENDIX B

PREPRIMARY ENROLLMENT

October 1971

by
Linda A. Barker
Elementary and Secondary
Surveys Branch

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland Jr., *Commissioner of Education*
National Center for Educational Statistics
Dorothy M. Gilford, *Assistant Commissioner for Educational Statistics*

Table A.--Standard errors of estimated numbers (68 chances out of 100)

Size of estimate	Standard error	Size of estimate	Standard error
25,000	7,000	1,000,000	40,000
50,000	9,000	1,500,000	49,000
100,000	13,000	2,500,000	70,000
250,000	21,000	5,000,000	77,000
500,000	29,000	7,500,000	83,000
750,000	35,000		

Table B.--Standard errors of estimated percentages (68 chances out of 100)
(Base of percentage: thousands)

Estimated percentage	250	500	750	1,000	1,500	2,500	5,000	7,500
2 or 98	1.2	0.8	0.7	0.6	0.5	0.4	0.3	0.2
5 or 95	1.8	1.3	1.0	.9	.7	.6	.4	.3
10 or 90	2.5	1.8	1.4	1.3	1.0	.8	.6	.5
20 or 80	3.3	2.4	1.9	1.7	1.4	1.1	.7	.6
35 or 65	4.0	2.8	2.3	2.0	1.6	1.3	.9	.7
50	4.2	2.9	2.4	2.1	1.7	1.3	.9	.7

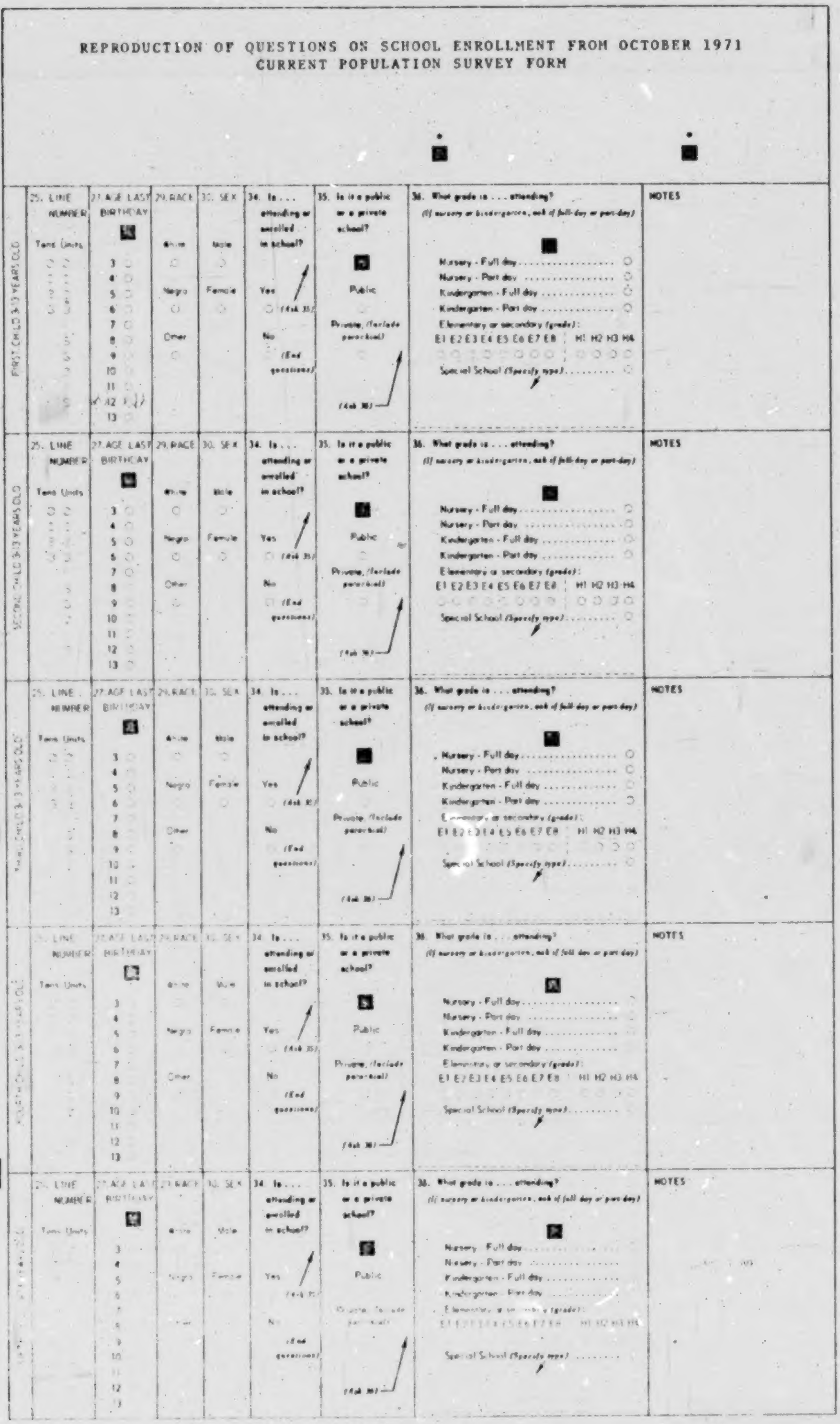
As an example of the use of these tables, consider the estimated number of 3-year-old children who are enrolled in prekindergarten. This estimate is given in table 1 as 381,000. An approximate standard error for this estimate can be obtained from table A as follows. The estimated number 381,000 falls approximately 52 percent of the distance between 250,000 and 500,000 in table A. Fifty-two percent of the difference between 21,000 and 29,000 is 4,200. This latter figure added to 21,000 yields a standard error of approximately 25,000. As shown in table 1, an estimated 11.0 percent of 3-year-old children are enrolled in prekindergarten. The base for this percentage is 3,466,000. An approximate standard error for the estimated percentage can be obtained from table B by a two-way interpolation process similar to that illustrated for table A.

Noninterview and Nonresponse

For various reasons interviewers were unable to contact about 5 percent of the sample households in the monthly Current Population Survey; adjustments were made by the Bureau of the Census by inflating for total noninterview. Nonresponse to items on school enrollment was very slight. Adjustments for nonresponse were made by allocating enrollment status on the basis of the last person encountered of the same age, sex, and race. The bias reflected in the data in this report as a result of these adjustments is thought to be minimal.

BEST COPY AVAILABLE

REPRODUCTION OF QUESTIONS ON SCHOOL ENROLLMENT FROM OCTOBER 1971 CURRENT POPULATION SURVEY FORM



	25. LINE NUMBER	27. AGE LAST BIRTHDAY	29. RACE	30. SEX	34. Is . . . attending or enrolled in school?	35. Is it a public or a private school?	36. What grade is . . . attending? *(If nursery or kindergarten, ask if full-day or part-day)*	NOTES
FIRST CHILD 3-13 YEARS OLD	Tens Units	3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○	White ○ Negro ○ Other ○	Male ○ Female ○	Yes ○ *(Ask 35)* No ○ *(End questions)*	Public ○ Private, *(Include parochial)* ○ *(Ask 36)*	Nursery - Full day .... ○ Nursery - Part day .... ○ Kindergarten - Full day .... ○ Kindergarten - Part day .... ○ Elementary or secondary *(grade)*: E1 E2 E3 E4 E5 E6 E7 E8 ¦ H1 H2 H3 H4 ○ ○ ○ ○ ○ ○ ○ ○ ¦ ○ ○ ○ ○ Special School *(Specify type)*......... ○	
SECOND CHILD 3-13 YEARS OLD	Tens Units	3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○	White ○ Negro ○ Other ○	Male ○ Female ○	Yes ○ *(Ask 35)* No ○ *(End questions)*	Public ○ Private, *(Include parochial)* ○ *(Ask 36)*	Nursery - Full day .... ○ Nursery - Part day .... ○ Kindergarten - Full day .... ○ Kindergarten - Part day .... ○ Elementary or secondary *(grade)*: E1 E2 E3 E4 E5 E6 E7 E8 ¦ H1 H2 H3 H4 ○ ○ ○ ○ ○ ○ ○ ○ ¦ ○ ○ ○ ○ Special School *(Specify type)*......... ○	
THIRD CHILD 3-13 YEARS OLD	Tens Units	3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○	White ○ Negro ○ Other ○	Male ○ Female ○	Yes ○ *(Ask 35)* No ○ *(End questions)*	Public ○ Private, *(Include parochial)* ○ *(Ask 36)*	Nursery - Full day .... ○ Nursery - Part day .... ○ Kindergarten - Full day .... ○ Kindergarten - Part day .... ○ Elementary or secondary *(grade)*: E1 E2 E3 E4 E5 E6 E7 E8 ¦ H1 H2 H3 H4 ○ ○ ○ ○ ○ ○ ○ ○ ¦ ○ ○ ○ ○ Special School *(Specify type)*......... ○	
FOURTH CHILD 3-13 YEARS OLD	Tens Units	3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○	White ○ Negro ○ Other ○	Male ○ Female ○	Yes ○ *(Ask 35)* No ○ *(End questions)*	Public ○ Private, *(Include parochial)* ○ *(Ask 36)*	Nursery - Full day .... ○ Nursery - Part day .... ○ Kindergarten - Full day .... ○ Kindergarten - Part day .... ○ Elementary or secondary *(grade)*: E1 E2 E3 E4 E5 E6 E7 E8 ¦ H1 H2 H3 H4 ○ ○ ○ ○ ○ ○ ○ ○ ¦ ○ ○ ○ ○ Special School *(Specify type)*......... ○	
FIFTH CHILD 3-13 YEARS OLD	Tens Units	3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○	White ○ Negro ○ Other ○	Male ○ Female ○	Yes ○ *(Ask 35)* No ○ *(End questions)*	Public ○ Private, *(Include parochial)* ○ *(Ask 36)*	Nursery - Full day .... ○ Nursery - Part day .... ○ Kindergarten - Full day .... ○ Kindergarten - Part day .... ○ Elementary or secondary *(grade)*: E1 E2 E3 E4 E5 E6 E7 E8 ¦ H1 H2 H3 H4 ○ ○ ○ ○ ○ ○ ○ ○ ¦ ○ ○ ○ ○ Special School *(Specify type)*......... ○	

APPENDIX C

OFFICE OF CHILD DEVELOPMENT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

BEST COPY AVAILABLE

THE CHILD DEVELOPMENT ASSOCIATE PILOT PROJECT INFORMATION SYSTEM

Developed by the
NATIONAL PLANNING ASSOCIATION
for OCD

BEST COPY AVAILABLE

The Forms in the Information System

Forms	Coding (Color Code, Where Form is Kept or Sent, Who Fills Out the Form)
(1) CDA Trainee Personal Record Forms	
(a) CDA Trainee Application Form	(Pink form, CDA-T1)
(b) CDA Trainee Interview Form	(Blue form, CDA-S1)
(c) CDA Trainee Counseled/Dropped-out Form	(Blue form, CDA-S2)
(d) CDA Trainee Exit Form	(Pink form, CDA-T2)
(e) CDA Trainee Completion Form	(Pink form, CDA-T3)
(2) CDA Trainee Program Review	(Gold form, OCD-T1)
(3) CDA Pilot Project Summary Report	
(a) Expenditures to Date	(Green form, OCD-Sum 1)
(b) Characteristics of Trainees	(Green form, OCD-Sum 2)
(c) Trainee Progress Summary	(Green form, OCD-Sum 3)
(d) List of CDA Trainees	(Green form, OCD-Sum 4)
(e) Program Director's Comments	(Green form, OCD-Sum 5)

BEST COPY AVAILABLE

SUBMISSION OF FORMS AND REPORTS BY CDA PILOT PROJECTS

The following chart presents the frequency of submission of Forms and Reports to OCD by the pilot training projects. It further identifies the persons responsible for filling out each of the Forms and Reports.

Forms	By Whom
(1) CDA Trainee Personal Record Forms	
(a) CDA Trainee Application Form*	Each Applicant
(b) CDA Trainee Interview Form*	Trainee Interviewer
(c) CDA Trainee Counseled/Dropped-Out Form*	Staff
(d) CDA Trainee Exit Form*	Trainee
(e) CDA Trainee Completion Form*	Trainee
(2) CDA Trainee Program Review**	Each Trainee
(3) CDA Pilot Project Summary Report	
(a) Expenditures to Date**	Director
(b) Characteristics of Trainees**	Secretary Director
(c) Trainee Progress Summary**	All Field Supervisors
(d) List of CDA Trainees**	Secretary
(e) Program Director's Comments	Director

* To be filled out one time only.

** To be filled out every three months.

CHILD DEVELOPMENT ASSOCIATE PROGRAM

1. Date ________

BEST COPY AVAILABLE

TRAINEE APPLICATION FORM

2. Soc.Sec.No. __/__/__

: Please circle appropriate numbers in questions containing numbered responses. These numbers are used for computer purposes only.

Name ____________________ Home Phone ______ - ______
Last First Middle (Area)

Current Address ____________________
Street City State Zip

Permanent Address ____________________
Street City State Zip

Place of Birth ____________________ 7. Date of Birth ____________________
City State Zip Month Day Year

Do you have arrangements for child care when you are not at home?
(Please circle appropriate number) Yes 1 Need to arrange 2 Not necessary 3

For each age group listed below, indicate the number of persons living in your home. (Include yourself). Be sure to separate family and non-family members.

	0 - 5	6 - 13	14 - 17	18 - 21	22 - 50	Over 50
Family member						
Non-family member						

Please circle the number which indicates your family income level. (Include all sources of income for persons living in your home.)

Under $4200 per year	$4200 - 8000	$8000 - 12,000	Greater than $12,000
1	2	3	4

How did you find out about the CDA training project? (Circle appropriate number)

Friend	Radio/TV Ad	Newspaper	Head Start	Univ. Placement	Other (specify)
1	2	3	4	5	6

What attracted you to the CDA training project? ____________________

____

____

____

Please indicate your highest level of education attended by circling the appropriate number.

	Grade School	High School	Junior College	College University	Graduate Work
Highest Level Attended	1	2	3	4	5
Highest Level Graduated From	6	7	8	9	10

(Continued on Next Page)

BEST COPY AVAILABLE

14. List schools attended: High Schools ______________________________

____

____

College(s) ______________________________

____

____

15. If college credit has been earned, please circle appropriate numbers of college credit hours in the following areas:

	No Credit	1 - 9	10 - 21	22 or Mor
Early Childhood Education/Development	1	2	3	4
Child Psychology	1	2	3	4
Elementary Education	1	2	3	4
Social Work	1	2	3	4
Other Sources - with emphasis on children (specify) ______________	1	2	3	4

16. Please circle appropriate number(s) if you have been certified in any of the following areas:

Early Childhood Kindergarten	Elementary	Other Professional Certificates	Other
1	2	3	4

Explain 3 or 4 ______________________________

17. What is your present work situation?

Not actively looking for employment	1
Actively looking for employment	2
Student	3
Employed	4

Business address ______________________________

Salary (monthly)	Hours per Week	Title of Position	Immediate Superviso or Director
________	________	________________	________________

____
Phone

(Continued on Next Page)

BEST COPY AVAILABLE

	18. If employed, circle the number which indicates your present employment category.		19. Which of the following jobs would you prefer. Please circle the appropriate numbe	
	Aide	Teacher	Aide	Teacher
rsery School	1	2	1	2
dergarten	3	4	3	4
mentary School	5	6	5	6
condary School	7	8	7	8
Care	9	10	9	10
d Start	11	12	11	12
ily Day Care Home	13	14	13	14
ld Welfare	15	16	15	16
te School or Institution	17	18	17	18
er (specify)	19	20	19	20

Please indicate your previous work experience with pre-school children. Circle where applicable.

	POSITION			YEARS		
	Volunteer	Paid Full-time	Paid Part-time	Less than 1	1 - 2	3 or more
ysitting	1	2	3	4	5	6
pital Children's Work	1	2	3	4	5	6
ily Day Care Home	1	2	3	4	5	6
vate Day Care Center	1	2	3	4	5	6
lic Day Care Center	1	2	3	4	5	6
dergarten	1	2	3	4	5	6
sery School	1	2	3	4	5	6
lic School	1	2	3	4	5	6
Start	1	2	3	4	5	6
r (specify)	1	2	3	4	5	6

CDA-S1
Page 1

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

TRAINEE INTERVIEW FORM

NOTE: Please circle appropriate numbers in questions containing numbered responses. These numbers are used for computer purposes only.

1. Name: ____
(Last) (First) (Middle)

2. Social Security Number: __ __ __ / __ __ / __ __ __ __

3. Ethnic background of applicant:

a. American Indian 1
b. Asian American 2
c. Black 3
d. Spanish-Speaking 4
e. White (other than Spanish-Speaking) 5
f. Other (specify) ____________________ 6

4. Sex of applicant: Male 1 Female 2

5. Marital Status: 1 Single 2 Married 3 Separated/Widowed/Divorced

6. Is applicant head of household: Yes 1 No 2

7. Assessment instruments used, if any, in screening of applicant. List name of each instrument.

____

____

____

____

____

(Continued on Next Page)

BEST COPY AVAILABLE

8. Indicate if any of these special incentives were used to attract this applicant. Circle where applicable.

Free tuition	1
Stipend/Allowance	2
Child care allowance	3
Transportation allowance	4
Other (specify)	5

9. Was this applicant selected for CDA training program?

Selected __1__ Rejected __2__ Hold __3__

10. Date of entry into CDA training program: __ __ / __ __ / __ __ __ __
(Month) (Day) (Year)

11. General impressions of applicant:

CDA-S2
Page 1

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

TRAINEE COUNSELED/DROPPED-OUT FORM

Instructions: This form is to be completed by the CDA pilot project staff only for trainees who are counseled out or who dropped out of CDA training.

NOTE: Please circle appropriate numbers in questions containing numbered responses. These numbers are used for computer purposes only.

1. Name of Trainee: ______________________________________
(Last) (First) (Middle)

2. Social Security Number: ___ ___ ___ / ___ ___ / ___ ___ ___ ___

3. Date of exit: ___ ___ / ___ ___ / ___ ___ ___ ___

4. Reason for exit:

Counseled out	1
Dropped out	2

5. If trainee was counseled out, what were the reasons. Please circle appropriate numbers.

Personal health problems	1
Other personal problems or responsibilities	2
Inability to work with children	3
Inability to work with parents	4
Functioned poorly under stress	5
Related poorly with staff or peers	6
Did not accept guidance or direction	7
Communicated ineffectively	8
Inability to absorb academic material	9
Irregular attendance	10
Other (specify) ______________________________	11

(Continued on Next Page)

BEST COPY AVAILABLE

6. If the trainee dropped out of the program, what were the reasons? Circle the appropriate numbers.

Left to pursue other educational or vocational program	1
Financial problems	2
Left to seek immediate employment	3
Did not like the training	4
Child care problems	5
Transportation problems	6
Misunderstanding as to nature of CDA training and responsibilities	7
Misunderstanding as to salary and job prospects	8
Self-realization of inability to work with children	9
Personal health problems	10
Other personal problems or responsibilities	11
Other (specify) ______________________________	12

7. Comments

CHILD DEVELOPMENT ASSOCIATE PROGRAM

BEST COPY AVAILABLE

TRAINEE EXIT FORM

Instructions: To be completed by trainees leaving the CDA Program before completion.

NOTE: Please circle appropriate numbers in questions containing numbered responses. These numbers are used for computer purposes only.

1. Name: ____________ / ____________ / ____________
(Last) (First) (Middle)

2. Social Security Number: ___ ___ ___ / ___ ___ / ___ ___ ___ ___

3. Date of exit: ____________ / ____________ / ____________
(Month) (Day) (Year)

4. Current Address: ______________________________
(Street or Box Number)
____
(City) (State) (Zip Code)

5. Permanent Address: (Through which you may always be reached)

____
(Street or Box Number)

____
(City) (State) (Zip Code)

6. What are your immediate plans? Please circle the appropriate number(s).

Continue with present job working with children	1
Seek employment working with children	2
Continue education	3
Seek employment not working with children	4
Other (specify) ______________________	5

(Continued on Next Page)

BEST COPY AVAILABLE

7. What are your reasons for dropping-out? Please circle appropriate number(s).

Prefer to pursue other educational or vocational program	1
Have financial problems	2
Want to seek immediate employment	3
Did not like the CDA training	4
Have child care problems	5
Have transportation problems	6
Misunderstood nature of CDA training and responsibilities	7
Do not work well with children	8
Misunderstood salary and job prospects	9
Have personal health problems	10
Have other personal problems or responsibilities	11
Other (Specify) ______________________________	12

8. Comments:

____

____

____

____

____

____

____

____

____

____

____

____

____

CHILD DEVELOPMENT ASSOCIATE PROGRAM

TRAINEE COMPLETION FORM BEST COPY AVAILABLE

Instructions: Only to be completed by trainees successfully completing the CDA program. Please circle appropriate numbers in questions containing numbered responses. These numbers are used for computer purposes only.

1. Name: ____________________ ____________________ ____________________
(Last) (First) (Middle)

2. Social Security Number: ___ ___ ___ / ___ ___ / ___ ___ ___ ___

3. Date of exit: ___ ___ / ___ ___ / ___ ___ ___ ___
(Month) (Day) (Year)

4. Current Address: ____
(Street of Box Number)

____
(City) (State) (Zip Code)

____
(Home Phone)

5. Permanent Address: (Through which you may always be reached)

____
(Street or Box Number)

____
(City) (State) (Zip Code)

6. What are your immediate plans? Please circle the appropriate number(s).

Continue with present job working with children	1
Seek employment working with children	2
Continue education	3
Seek employment not working with children	4
Other (specify) ____________________	5

(Continued on Next Page)

BEST COPY AVAILABLE

7. In which of the following jobs are you presently employed or seeking employment? (Please circle the appropriate number)

	Presently employed in:	Seeking employment
Nursery School	1	2
Kindergarten	3	4
Elementary School	5	6
Secondary School	7	8
Day Care Center	9	10
Head Start	11	12
Family Day Care Home	13	14
Child Welfare Program	15	16
State School or Institution	17	18
Other Specify ______________	19	20

8. The following questions deal with your overall reaction to the CDA program. For each question please circle the number along the five point scale which best indicates your feelings.

	Not at all		Somewhat		Definitely
	1	2	3	4	5
a. Prior to the beginning of training did you have a good understanding of what the CDA program was going to be like?	1	2	3	4	5
b. Was the CDA program what you expected it to be?	1	2	3	4	5
c. Do you consider your time in the CDA program well spent?	1	2	3	4	5

COMMENTS: ____

____

____

____

(Feel free to attach additional paper for your comments)

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE TRAINEE PROGRAM REVIEW

Because this is a national experimental program, we need to know how the trainees react to the training programs and be able to compare reactions within and across training programs. We have found that anonymity is important in attaining actual reactions, and we need your help in getting this information.

The CDA Program Trainee Review will be used to obtain an evaluation of each pilot training project every three months. The Office of Child Development will send to the project director enough forms and self-addressed stamped envelopes for each trainee. The staff will be responsible for distributing the forms and envelopes to the trainees and helping to see that trainees send the completed questions to OCD. If possible, the projects should conduct the program review at a time when the forms could be collected and returned in bulk to OCD.

The Office of Child Development will tabulate the trainee responses and return to each project a summary of the program review so that you will have the information for your own planning.

BEST COPY AVAILABLE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
P.O. BOX [illegible]
WASHINGTON, D.C. 20013

OFFICE OF CHILD
DEVELOPMENT

Dear CDA Trainee,

You are currently enrolled in one of the pilot training projects funded by the Office of Child Development to train Child Development Associates. These projects are part of a national effort to train qualified persons to work with children. This country has a growing need to provide quality child care. When you have acquired the CDA competencies, you will be better able to help meet this need.

As a participant in this pilot effort you will be asked to regularly report on your training project by answering the questions in the Child Development Associate Trainee Program Review. Your answers will be mailed directly to me in a self-addressed stamped envelope provided for you by your program staff. If you need any assistance in answering these questions, please consult with the staff. Your answers will be strictly confidential. The staff of your program will be sent only summaries of the responses of all trainees. Any additional comments you wish to make will be welcomed.

Your assistance and cooperation in completing the program review will help us to improve the quality of training given to you and future CDA trainees. Your efforts are an important part of our overall effort to provide this country with competent child care workers.

Thank you very much for your assistance.

Sincerely,

Dr. Jenny W. Klein
Director
Child Development Associate Program

BEST COPY AVAILABLE

BEST COPY AVAILABLE

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

BEST COPY AVAILABLE

[illegible]

1	2	3	4
[illegible]	[illegible]		[illegible]

[illegible]

1	2	3	4
[illegible]	[illegible]		Very satisfactory

[illegible] you to acquire the [illegible]

1	2	3	4
[illegible]	[illegible]		Very helpful

[illegible] to acquire [illegible]

1	2	3	4
[illegible]	[illegible]		Very helpful

17. How much opportunity do you have to discuss your training experience [illegible]

1	2	3	4
[illegible] opportunities	[illegible] opportunity		Considerable opportunity

[illegible] training experience [illegible]

1	2	3	4
[illegible]	[illegible] opportunity		Considerable opportunity

[illegible] the training program as a whole?

1	2	3	4
[illegible]	[illegible]		Very satisfied

BEST COPY AVAILABLE

[illegible]

[illegible] In what ways can the programs be changed to make you learn more?

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PILOT PROJECT
SUMMARY REPORT

Submitted to

Office of Child Development
Department of Health, Education, and Welfare

Pilot Project Name: ______________________________

____

Director's Signature: ______________________________

Date: ______________________________

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PILOT PROJECT SUMMARY REPORT

The following package contains the five parts of the CDA Pilot Project Summary Report to be submitted to the Office of Child Development every 3 months. These reports contain summary information on the progress of each pilot CDA training project and provide the basic feedback to OCD on each project.

The five parts of the summary report are the following:

(1) Expenditures to Date
(Green form, OCD-Sum 1)

This form is used to record the expenditures of the pilot project to date. Each project should also attach to the summary report a vita on each new staff member. This is in addition to the expenditure reports required as part of the contract reporting and may overlap somewhat.

(2) Characteristics of Trainees
(Green form, OCD-Sum 2)

In this form the pilot projects are asked to summarize the characteristics of the CDA trainees who were enrolled or who dropped out, completed, or were counseled out of the program since the last reporting period.

(3) Trainee Qualities and Competency Progress Summary
(Green form, OCD-Sum 3)

This is an example of a form to be used by the pilot projects to record the status of all trainees currently enrolled in the program with respect to the CDA qualities and the CDA competencies. No form has been provided for recording individual progress; however, each project is responsible for developing such a form. The individual progress forms should spell out the terminal objectives or sub-competencies under each of the six major competency categories. As a part of the summary report, each project should attach a copy of the individual progress form or other information to indicate how these competencies are being detailed.

(4) List of CDA Trainees
(Green form, OCD-Sum 4)

On this form the pilot projects will list the individuals who enrolled, completed, dropped out, or were counseled out of the program since the last reporting period.

(5) Program Director's Comments
(Green form, OCD-Sum 5)

Program Directors will be asked every 3 months to answer a question about the overall progress of the CDA training. Additional comments or attachments to the report are welcomed.

Copies of the summary report forms follow.

OCD-Sum 1

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT – 1

Expenditures to Date

CATEGORY	Total Expenditures To Date ($ Only)	Sources of Funds for Expenditures ($ Amounts)		
		OCD	University	Other (Specify)
rsonnel				
a. Personnel Costs for Curriculum Development				
b. Other Personnel Costs				
(1) Program Staff Salaries				
(2) Consultant Salaries				
(3) Other				
c. Sub-Total Personnel				
on-Personnel				
a. Travel				
b. Space Costs and Rentals				
c. Consumable Supplies				
d. Rentals, Lease and Purchase of Equipment (including telephone and xerox).				
e. Other Costs (specify)				
____________________				
____________________				
____________________				
f. Sub-Total, Non-Personnel				
RAND TOTAL				

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT – 2

Characteristics of Trainees

Section 1.

Instructions: Please complete the following table showing the number of trainees who enrolled in and exited from the CDA pilot project during the current period by the several characteristics.

Characteristics	Number of Trainees Selected In Reporting Period	Number Exited			Number Trainees Program at of Reporti Period
		Counseled Out During Reporting Period	Dropped Out During Reporting Period	Completed During Reporting Period	
AGE					
18 and under					
19 - 20					
21 - 25					
26 - 45					
46 and over					
SEX					
Female					
Male					
ETHNIC GROUP					
American Indian					
Asian American					
Black					
Spanish-American					
White (other than Spanish-American)					
Other					
MARITAL STATUS					
Single					
Married					
Separated/Divorced/Widowed					

(Continued on Next Page)

m 2

BEST COPY AVAILABLE

acteristics	Number of Trainees Selected In Reporting Period	Number Exited			Number of Trainees in Program at E of Reporti Period
		Counseled Out During Reporting Period	Dropped Out During Reporting Period	Completed During Reporting Period	
EST LEVEL OF TION ATTAINED Y TRAINEE igh School					
chool Graduate					
ollege					
ity/Junior e Graduate					
e/University te					
te Work					
MORE COLLEGE HOURS IN THE ING AREAS Childhood Development					
Psychology					
tary Education					
Work					
R MORE YEARS US WORK EXPER- E WITH PRE- OL CHILDREN Day Care Home					
re Center					
garten/Nursery					
tart					

BEST COPY AVAILABLE

NOTE: Please circle appropriate numbers in questions containing numbered responses. These numbers are used for computer purposes only.

Indicate the number of applicants and number of CDA trainees selected from each of the following sources during this present reporting period:

	Number of Applicants	Number of Trainees Selected
Day Care Centers		
Family Day Care Homes		
Head Start		
Public School		
Nursery School/Private Kindergarten		
College Students		
Others		

Circle the appropriate numbers to indicate the methods used to attract CDA applicants.

Newspapers ________
Radio ads ________
TV ads ________
College Placement ads ________
Personal Contacts ________
Other ____________ ________

Did any of the trainees receive any of the following, and if so, indicate the number.

	Number
Free Tuition	
Stipend/Allowance	
Child Care Allowance	
Transportation Allowance	
Other	

Circle the number which indicates the weight placed upon each of the following selection procedures:

	None		Some		Considerable
Personal Interviews	0	1	2	3	4
References	0	1	2	3	4
Academic Background	0	1	2	3	4
Assessment Instruments	0	1	2	3	4
Other ____________	0	1	2	3	4

(Continued on Next Page)

BEST COPY AVAILABLE

5. If CDA applicants were given published assessment instruments, please list the names below. If locally constructed tests were used, please attach sample copies and indicate the purpose.

6. Indicate total number of CDA trainees counseled out of the program during this reporting period:

7. Indicate total number of CDA trainees who dropped out of the program during this reporting period:

8. Indicate total number of CDA trainees who successfully completed the CDA program during this reporting period:

9. Tally the reasons why CDA trainees were counseled out of the program during this reporting period. Count all reasons given for each trainee.

Personal health problems	1
Other personal problems or responsibilities	2
Inability to work with children	3
Inability to work with parents	4
Functioned poorly under stress	5
Related poorly with staff or peers	6
Did not accept guidance or direction	7
Communicated ineffectively	8
Inability to absorb academic material	9
Irregular attendance	10
Other (Specify) ______________________	11

BEST COPY AVAILABLE

. Tally the reasons why CDA trainees dropped out of the program during this reporting period. Count all reasons given for each trainee.

	Reasons Given By Trainees	Reasons Given By Staff
Left to pursue other educational or vocational program	1	2
Financial problems	3	4
Left to seek immediate employment	5	6
Did not like the training	7	8
Child Care problems	9	10
Transportation problems	11	12
Misunderstanding as to nature of CDA training and responsibilities	13	14
Self-realization of inability to work with children	15	16
Misunderstanding as to salary and job prospects	17	18
Personal health problems	19	20
Other personal problems or responsibilities	21	22
Other (Specify) ______________________________	23	24

In which of the following jobs are the trainees presently employed or seeking employment? (Please circle the appropriate number.)

	Presently employed	Seeking Employment
Nursery School	1	2
Kindergarten	3	4
Elementary School	5	6
Secondary School	7	8
Day Care	9	10
Head Start	11	12
Family Day Care Home	13	14
Child Welfare	15	16
State School or Institution	17	18
Other (Specify) ______________________________	19	20

. What are the immediate plans of those trainees leaving the program as CDA's?

	Number of CDA's
To continue with present job working with children	________
To seek employment working with children	________
To continue education	________
To seek employment not working with children	________
Other ______________________________	________

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT - 3A

No form has been provided for recording individual trainee progress; however, each project is responsible for developing such a form. Please use either the example form shown below or one which corresponds more closely to your individual trainee form for recording summarized information on trainee progress.

Please complete the following table showing the status of trainees relative to achieving the CDA competencies.

COMPETENCY	NUMBER OF TRAINEES WHO HAVE ACHIEVED				
	Minimal Attainment of Competencies 1	2	Moderate 3	4	Satisfactor Attainment Competencie 5
1. Ability to arrange and maintain a safe and healthy environment conducive to learning.					
2. Ability to advance physical and intellectual competence.					
3. Ability to build positive self concept and individual strength.					
4. Ability to organize and sustain the positive functioning of children and adults in a group in a learning environment.					
5. Ability to bring about optimal coordination of home and center child-rearing practices and expectations.					
6. Ability to carry out supplementary responsibilities related to children's programs.					

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PILOT PROJECT SUMMARY REPORT – 3B

TRAINEE QUALITIES SUMMARY

No form has been provided for recording individual trainee progress; however, each project is responsible for developing such a form. Please use either the example form shown below or one which corresponds more closely to your individual trainee form for recording summarized information on trainee progress.

Please complete the following table showing the status of trainees with respect to the CDA qualities.

CDA QUALITY	NUMBER OF TRAINEES WHO HAVE ACHIEVED				
	Minimal Achievement of Qualities 1	2	Moderate 3	4	Satisfactory Achievement of Qualities 5
1. Sensitivity to children's feelings.					
2. Readiness to listen and understand children.					
3. Ability to communicate effectively with children, utilize non-verbal forms and adapt adult language to a child.					
4. Ability to protect orderliness without sacrificing spontaneity and exuberance.					
5. Ability to perceive individuality of children and adapt training to meet individual needs.					
6. Ability to enjoy children and be supportive for their troubles and failures.					
7. Ability to deal with and understand					

D - Sum 4 - A

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT – 4A

LIST OF TRAINEES

Section 1. TRAINEES CURRENTLY ENROLLED

& Social Security Number	Current Address	Telephone

OCD - Sum 4 - B

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT - 4B

LIST OF TRAINEES

Section 2. TRAINEES COUNSELED OUT DURING REPORTING PERIOD

Name & Social Security Number	Current Address	Telephone

D - Sum 4 - C

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT – 4C

LIST OF TRAINEES

Section 3. TRAINEES WHO DROPPED OUT DURING REPORTING PERIOD

Social Security Number	Current Address	Telephone

OCD – Sum 5

BEST COPY AVAILABLE

CHILD DEVELOPMENT ASSOCIATE PROGRAM

PILOT PROJECT SUMMARY REPORT – 5

PROGRAM DIRECTOR'S COMMENTS

Please describe the ingredients that you feel helped make your program a success. Also indicate any problems that arose and the manner in which you dealt with them.